



GEOGRAPHY

Geography at The Oaks encourages our children to develop their curiosity and fascination about their local community and the wider world. By understanding where we come from we can extend beyond knowledge of our location and impact on our environment. Place knowledge is prioritised in our curriculum; building pupils' knowledge by linking to places pupils already know or are familiar with. This supports our understanding of different locations, changes to physical and human characteristics, and natural phenomena. We aim to develop children's core disciplinary skills and knowledge, be curious, and make a difference.

GEOGRAPHY - YEARLY OVERVIEW

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
R	What lives in a garden?	Are all animals the same?	What makes a hero?	What is it like to live in a castle?	Why are plants important?	How do we keep our world healthy?
1	Local Area Study: Ellesmere Port, UK			The Wider World		
2	Local Area Study: EP, Chester, Wirral, Merseyside, North Wales			Study of a Non-European Country		
3	The UK: Counties and Cities			Physical Geography		
4	The UK and Europe			North America		
5	The UK: Human Geography			The Amazon		
6	Geographical Comparisons: UK, Europe, The Americas			Local Area Study: Climate and Sustainability		

Substantive knowledge: I know that
Disciplinary knowledge: I know how to
Enquiry: I know why

GEOGRAPHY

EYFS

R	What lives in a garden?	Are all animals the same?	What makes a hero?	What is it like to live in a castle?	Why are plants important?	How do we keep our world healthy?
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Disciplinary Knowledge: Reception

Locate

Identify areas within and outside the classroom. Explore globes and atlases.
Use a large world map to identify different countries

Compare

Draw simple pictures and label them with support of what they see and compare to other locations

Identify

similarities and differences between hot and cold countries.
Show and understanding their are different types of home e.g. bungalow, detached, semi detached, terraced, flats, estate
Observe what is around them.

Present

Talk about areas they have looked at

Map

Explore maps.
Follow simple directions to complete a route.
Draw simple maps.

Fieldwork Enquiry: EYFS

Observe what is around them.
Draw simple pictures and label them with support of what they see
Fieldwork throughout the year linked to weather

Substantive knowledge: I know that
Disciplinary knowledge: I know how to
Enquiry: I know why

GEOGRAPHY: KS1

Substantive Knowledge

Prior knowledge AfL	Locational Knowledge	Place Knowledge	Environmental, Physical, Human Geography	Geographical Skills and Fieldwork	Post Unit AfL
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Disciplinary Knowledge: Year 1	Disciplinary Knowledge: Year 2
<p><u>Locate</u> Recognise compass points (NSEW) Begin to be introduced into 2-figure grid references Name and locate the four countries of the UK on a simple map. Name and locate the five oceans of the world and locate them on a map. Name and locate the world's seven continents and locate them on a map. Identify where we live on a map of the UK. Locate Europe and Asia on a world map.</p> <p><u>Compare</u> Recognise similarities and differences in their immediate environment with other environments Compare weather patterns from different countries.</p> <p><u>Identify</u> Make simple observations Talk about people and places beyond their local environment Use aerial photographs to find key landmarks. 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 Identify 2-3 key man-made and natural features of an area</p> <p><u>Present</u> Gather simple data regarding weather</p> <p><u>Map</u> Use simple local and world maps Recognise some simple symbols on maps Draw basic maps of an area Use a simple key. Introduce OS maps</p>	<p><u>Locate</u> Use simple compass directions (NSEW) Use locational and directional language. Use 2-figure grid references to identify where places are. Name and locate the five oceans of the world and locate them on a map. Name and locate the world's seven continents and locate them on a map.</p> <p><u>Compare</u> Begin to make comparisons between features of different places.</p> <p><u>Identify</u> Recognise familiar places in their local area. Make simple observations. Use aerial photographs to 'view from above' and recognise basic human and physical features Use aerial photographs to identify areas. Identify 3-4 human and physical features of an environment. 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> <p><u>Present</u> Gather and present geographical data in a simple bar chart.</p> <p><u>Map</u> Use maps to gather information about their local area Use world maps and identify some countries, continents and seas. Recognise basic map symbols. Use O.S maps and identify key landmarks Devise a simple map with a key Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>

Fieldwork Enquiry: Year 1	Fieldwork Enquiry: Year 2
<p>School Environment Study Understanding local surroundings: Walk of the local area to produce a map Use NSEW to identify relative location Complete weather observations for seasonal change</p>	<p>Investigate: What features are there at the coast? Visit coastline to identify human and physical features. Investigate: human characteristics of varying local habitats Make comparisons with local area to non-european country</p>

Substantive knowledge: I know that
Disciplinary knowledge: I know how to
Enquiry: I know why

GEOGRAPHY: Lower KS2
Substantive Knowledge

Prior knowledge AfL	Locational Knowledge	Place Knowledge	Environmental, Physical, Human Geography	Geographical Skills and Fieldwork	Post Unit AfL
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Disciplinary Knowledge: Year 3	Disciplinary Knowledge: Year 4
<p><u>Locate</u> Use the four points of a compass to build my knowledge of the United Kingdom and the wider world and be introduced to the eight points of the compass. Begin to use 4-digit grid references on a map Use a globe or atlas to locate countries and the lines of latitude and longitude.</p> <p><u>Compare</u> Make comparisons between places finding 3 similarities and 3 differences.</p> <p><u>Identify</u> Use fieldwork to record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies Make observations of the areas studied. Use aerial photos to identify areas eg land use Identify 4 human and physical geographical features of an area. Identify the climate zones on a world map/ atlas. Identify key features of deserts, including hot and cold Identify land use within different areas. Observe, record, and name geographical features in their local environments.</p> <p><u>Present</u> Gather data and present geographical data Gather geographical data to present and analyse findings</p> <p><u>Mapping</u> Draw sketch maps to show areas of interest Use maps, atlases, globes and geographical information systems to find out about an area. Use a key to annotate maps and geographical symbols. Begin to use OS maps at multiple scales and become familiar with 4 symbols (hospital, school, church and forest). Make and use a simple route on a simple map.</p>	<p><u>Locate</u> Use the eight points of a compass to build my knowledge of the United Kingdom and the wider world Use 4-figure grid references to describe where places are. Use lines of latitude and longitude to support the location of different countries.</p> <p><u>Compare</u> Make comparisons between places finding 3 similarities and 3 differences and describe the impact of this on humans.</p> <p><u>Identify</u> Make observations of the areas studied. Use aerial photos to identify areas and different uses of land and explain why the land use is different Identify different biomes (rainforest, deciduous forest, desert, tundra and grassland) and their place on a world map or globe in relation to the equator and other global landmarks.</p> <p><u>Present</u> Gather data, record and present geographical data and analyse what it means. Gather geographical data to present and analyse being specific in their analysis and presenting their results. Design and use a questionnaire to collect fieldwork. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork Display quantitative data in charts and graphs..</p> <p><u>Mapping</u> Recognise and use 7 basic OS symbols. Draw sketch maps with detail to show areas of interest Use a range of maps, atlases, globes and geographical information systems to find out about an area. Use a key to annotate maps and geographical symbols precisely Independently use and make sense of maps with different scales</p>

Fieldwork Enquiry: Year 3	Fieldwork Enquiry: Year 4
<p>Land use in the local area. Identify land use. Identify landmarks. Use an OS map Identify symbols on the map and link that to what they are seeing in their local area. Create a key. Identify rocks from their properties</p>	<p>Identify 5 -6 human and physical geographical features of an area and explain what makes them human and physical Local river study - OS map with marked route. Take photos of human and physical features. Identify features around different courses of the river. Visit to the local woods - survey why people visit the woods. Drawing maps to scale</p>

Substantive knowledge: I know that
Disciplinary knowledge: I know how to
Enquiry: I know why
GEOGRAPHY: Upper KS2
Substantive Knowledge

Prior knowledge AfL	Locational Knowledge	Place Knowledge	Environmental, Physical, Human Geography	Geographical Skills and Fieldwork	Post Unit AfL
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<p style="text-align: center;">Disciplinary Knowledge: Year 5</p> <p style="text-align: center;"><u>Locate</u></p> <p>Use the eight points of a compass to build my knowledge of the United Kingdom and the wider world Begin to recognise 6-figure grid references</p> <p style="text-align: center;">Locate, describe and understand the key aspects of the six biomes.</p> <p>Use knowledge of continents and countries to locate areas around the world noticing their distance from the prime meridian and equator.</p> <p style="text-align: center;"><u>Compare</u></p> <p>Compare and contrast different places using: geographical data, maps, atlases, human and physical features, photographs</p> <p style="text-align: center;">Begin to describe how countries are interconnected and interdependent.</p> <p>Describe and explain similarities and differences between two environmental regions studied providing reasons for the differences.</p> <p>Begin to understand the key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supply.</p> <p style="text-align: center;"><u>Identify</u></p> <p>Ask questions about a place and use geographical skills to answer the questions.</p> <p style="text-align: center;">Identify how physical features affect human activity within a location</p> <p style="text-align: center;"><u>Present</u></p> <p>Collect and analyse statistics and other information to draw conclusions about locations</p> <p style="text-align: center;">Gather and interpret data choosing the most appropriate method to present it.</p> <p style="text-align: center;">Design and use interview questions that answer an enquiry question</p> <p>Draw conclusions about an enquiry using findings from fieldwork to support your reasoning</p> <p style="text-align: center;"><u>Mapping</u></p> <p>Create maps of locations identifying patterns (land use, climate zones, population densities, height)</p> <p>Analyse and give views on the effectiveness of different geographical representations eg. different maps and aerial photographs</p> <p>Use world maps/ atlas locating more countries in Europe and North and South America using maps using the children's knowledge of the world Identify significant environmental regions on a map. Draw maps to scale (1cm = 1metre).</p> <p style="text-align: center;">Making sketch maps of areas studied including labels and keys where necessary.</p>	<p style="text-align: center;">Disciplinary Knowledge: Year 6</p> <p style="text-align: center;"><u>Locate</u></p> <p>Use the eight points of a compass to build my knowledge of the United Kingdom and the wider world Use 6-figure grid references to describe locations</p> <p style="text-align: center;"><u>Compare</u></p> <p>Compare and contrast different places using: geographical data, maps, atlases, human and physical features, photographs independently clearly using evidence that they have found.</p> <p>Understand the key aspects of human geography including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supply and describe how this affects human activity.</p> <p style="text-align: center;">Collect data about activities in our local area and compare findings to another place</p> <p style="text-align: center;"><u>Identify</u></p> <p>Use a range of resources with confidence to give detailed descriptions and opinions</p> <p>Make an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. Select appropriate methods for data collection.</p> <p style="text-align: center;">Design and conduct interviews/questionnaires to collect qualitative data.</p> <p style="text-align: center;"><u>Present</u></p> <p>Collect and analyse statistics and other information to draw conclusions about locations answering the enquiry question</p> <p>Decide how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information</p> <p style="text-align: center;"><u>Mapping</u></p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land) to support their thinking</p> <p>Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</p> <p style="text-align: center;">Use maps to talk about contours and slopes.</p> <p style="text-align: center;">Add contours to maps to explain the height of the land.</p> <p style="text-align: center;">Confidently use and understand maps at more than one scale.</p> <p style="text-align: center;">Select a map for a specific purpose.</p>
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<p style="text-align: center;">Fieldwork Enquiry: Year 5</p> <p>Identify different climate zones on a world map in relation to their distance from the Equator.</p> <p>Visit a local beach - collect data on the amount of rubbish found; animals and plant life.</p> <p>Identify food served in school and packed lunches - is this locally produced and what is the impact?</p>	<p style="text-align: center;">Fieldwork Enquiry: Year 6</p> <p style="text-align: center;">Children to plan and carry out how to gather the data.</p> <p>Children to then conduct their research in to geographical and human pollutants to consider improvements to the local environment</p> <p style="text-align: center;">Where in EP would be best to build an area for generating renewable energy? - Identify areas from OS maps.</p> <p style="text-align: center;">Sketch maps of the area to identify where would be the best and annotate the maps.</p>
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GEOGRAPHY

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.

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.	
Key Stage 1	Key Stage 2
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	Pupils should 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.

Key Stage 1

Locational Knowledge

1LK1 name and locate the world's seven continents and five oceans

1LK2 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

1PK1 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

1HPG1 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

1HPG2a 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

1HPG2b use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

1GSF1 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

1GSF2 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

1GSF3 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

1GSF4 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.

Key Stage 2

Locational Knowledge

2LK1	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
2LK2	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
2LK3	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

2PK1	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
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Human and Physical Geography

2HPG1	describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
2HPG2	describe and understand key aspects of: 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

2GSF1	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
2GSF2	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
2GSF3	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.

GEOGRAPHY - OVERVIEW

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
R	What lives in a garden?	Are all animals the same?	What makes a hero?	What is it like to live in a castle?	Why are plants important?	How do we keep our world healthy?
1	Local Area Study: Ellesmere Port, UK			The Wider World		
2	Local Area Study: EP, Chester, Wirral, Merseyside, North Wales			Study of a Non-European Country		
3	The UK: Counties and Cities			Physical Geography		
4	The UK and Europe			North America		
5	The UK: Human Geography			The Amazon		
6	Geographical Comparisons: UK, Europe, The Americas			Local Area Study: Climate and Sustainability		

GEOGRAPHY NATIONAL CURRICULUM LINKS

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
R	What lives in a garden?	Are all animals the same?	What makes a hero?	What is it like to live in a castle?	Why are plants important?	How do we keep our world healthy?	
1	Local Area Study: Ellesmere Port, UK			The Wider World			
	1LK2		1HPG2b	1GSF1,2,3,4	1LK1	1PK1	1HPG1,2a,2b
2	Local Area Study: EP, Chester, Wirral, Merseyside, North Wales			Study of a Non-European Country			
	1LK2	1PK1	1HPG2a,2b	1GSF2,3,4	1LK1	1PK1	1HPG1,2b
3	The UK: Counties and Cities			Physical Geography			
	2LK2		2HPG2	2GSF1,2,3		2PK1	2HPG1
4	The UK and Europe			North America			
	2LK1	2PK1		2GSF1,2,3	2LK1,3	2PK1	2HPG2
5	The UK: Human Geography			The Amazon			
	2LK2		2HPG2	2GSF1	2LK1,3	2PK1	2HPG1
6	Geographical Comparisons: UK, Europe, The Americas			Local Area Study: Climate and Sustainability			
	2LK1,2	2PK1	2HPG1,2	2GSF1,2,3	2LK1,2		2HPG2