

Implementation:

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Geography within Early Years - People, Culture and Communities

Reception -

In the EYFS children follow the Statutory Framework for the early years foundation stage. Within this there are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Before children start school they should have had an opportunity to understand position through words alone. For example, "The bag is under the table," - with no pointing. They should be able to describe a familiar route, discuss routes and locations, using words like 'in front of' and 'behind'. 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

ELG: Understanding the World: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

Exceptional Explorer

People, Culture and Communities:

I can describe my environment from observation, discussion, books and maps.

I can draw information from a simple map.

I know some similarities and differences between different religious and cultural communities in this country.

I know that some places are special to members of their community.

I know that people have different beliefs and celebrate special times in different ways.

I recognise things that are the same and things that are different between life in this country and life in other countries.

At Colyton, we want children to be exceptional explorers throughout their EYFS and into KS1. To enable the children to be ready for the National Curriculum we give them repeated opportunities to develop an inquisitive nature.

We recognise that communication and language also play a large role in developing children's geographical understanding and this underpins our EYFS curriculum.

Our curriculum is child-led and within the EYFS classrooms there are opportunities for children to explore these ideas through directed tasks and continuous provision.

Underlying themes of location, settlement and sustainability underpin the delivery of our curriculum and we begin this in our EYFS through welly walks, trips, visitors and seasonal experiences. We believe that this is imperative to helping children build their geographical knowledge and their sense of place within the community. This enables children to understand the physical and human features of their local environment which gives a good understanding and base for comparison when they are learning about human and physical features of other parts of the UK and beyond.

Opportunities for geography in EYFS:

Know where they live; who in their family lives in the same locality

Sing, listen to and repeat stories and songs about jobs within community

Sing songs and read stories about the weather

Know and talk about the seasons, how weather changes in different seasons

Talk about how seasons and weather impact upon people and animals

Use appropriate resources - pictures, photos, street maps to talk about where they live and their immediate locality e.g. house, street, neighbourhood

Observe and collect simple objects / photos on journeys within locality

Use geographical resources eg. photos, aerial photos, street level images to support talk about street, school, locality, city: eg. space use, landmarks, buildings, roads, open spaces

Know and talk about places in the world that contrast with locations known well > places from holidays, where relatives live, places from stories.

Know and use vocabulary needed to name specific features both natural and manmade to describe contrasting locations.



Know and talk about some of people in locality: policeman, doctor, nurse, teacher, vet, shopkeeper

Name and describe - including usage, simple landmarks within their locality: school park, museum, fire station, hospital

Investigate simple journeys within their locality as a precursor to using maps

Create simple 'journey' maps as a fieldwork record - document human / physical landmarks - park, fire station

Know their immediate locality is part of a larger settlement: eg. a town

Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Know and talk about ways to look after where they live, locality, places of significance

Share non-fiction texts that offer an insight into contrasting environments.

How is this achieved?

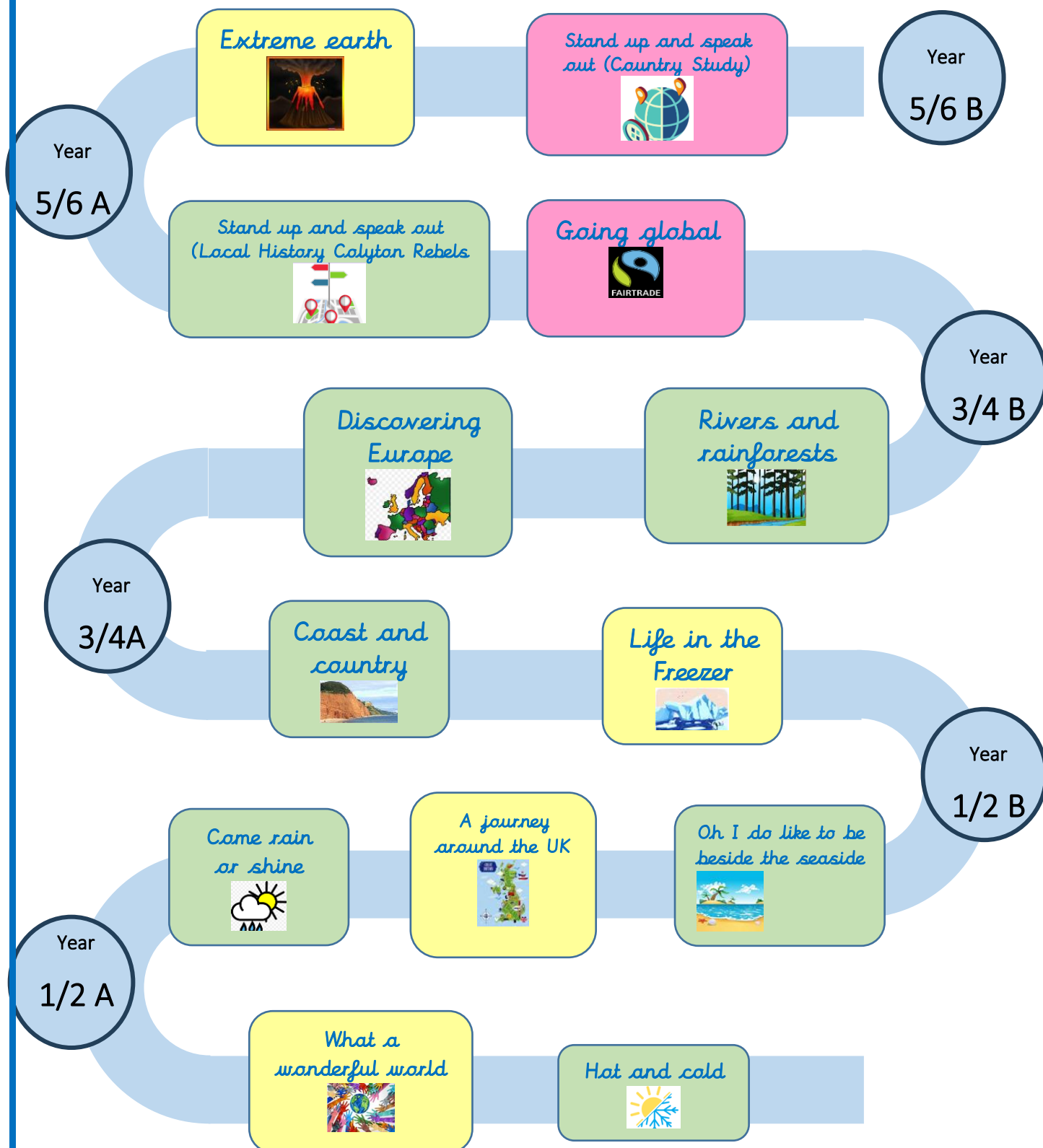
- Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...)
- Exploring the school grounds to look at features of the environment.
- Discussing where extended family members live on a map, including our EAL families place of birth.
- Exploring festivals, celebrations traditions from around the world.
- Features of cities, man-made vs natural - Using vocabulary about places: town: Colyton; capital city: London
- Locating land and sea on maps,
- Naming features of the world around us (farms, beach, woodland etc)
- Using small world to use locational language

Long Term Overview: Curriculum Map Y1-Y6

Sustainability

Settlement

Location



Hot and cold (YEAR A: Spring 1) 	What a Wonderful world (YEAR A: Summer 1 and 2) 
NATIONAL CURRICULUM COVERAGE: KSI - <u>Human and physical geography:</u> Identify seasonal and daily weather patterns in the UK 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 KSI - <u>Geographical skills and fieldwork:</u> Use world maps, atlases and globes to identify the countries, continents and oceans studied. 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	NATIONAL CURRICULUM COVERAGE: KSI - <u>Locational knowledge:</u> Name and locate the world's seven continents and five oceans KSI - <u>Geographical skills and fieldwork</u> 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 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
<u>SUBSTANTIVE KNOWLEDGE:</u> I KNOW the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I KNOW where areas of rainforest exist in the world.	<u>SUBSTANTIVE KNOWLEDGE:</u> I KNOW where India is on a map of the world. I KNOW some similarities and differences between Exeter in UK and Pune in India. I KNOW how land is used for farming in UK (and Devon) and in India, including similarities and differences.
<u>DISCIPLINARY KNOWLEDGE:</u> I KNOW HOW TO use world maps and atlases to identify hot and cold regions of the world. I KNOW HOW TO use plan perspectives to recognise basic human and physical features.	<u>DISCIPLINARY KNOWLEDGE:</u> I KNOW HOW TO use simple compass directions (North, South, East and West) to describe the location of features, and routes on a map. I KNOW HOW TO devise a simple map. I KNOW HOW TO use and construct basic symbols in a key.
<u>VOCABULARY:</u> Weather, Equator, Poles (North and South)	<u>VOCABULARY:</u> Continent, Ocean, Farming
<u>CORE CONCEPT:</u> Location	<u>CORE CONCEPT:</u> Settlement

Come Rain or Shine (YEAR B: Autumn 1) 	A Journey around the UK (YEAR B: Spring 1 and 2) 	Oh I do like to be beside the Seaside (YEAR B: Summer 1 and 2) 
NATIONAL CURRICULUM COVERAGE: KSI - Human and physical geography: 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 KSI - Geographical skills and fieldwork 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.	NATIONAL CURRICULUM COVERAGE: KSI - Locational Knowledge: Name, locate, identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. KSI - 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	NATIONAL CURRICULUM COVERAGE: KSI - Locational 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 KSI - Geographical skills and fieldwork: 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
SUBSTANTIVE KNOWLEDGE: I KNOW the difference between a physical feature and a human feature. I KNOW vocabulary for key physical features - forest, hill, mountain, river, soil, valley, vegetation. I KNOW vocabulary for key human features -	SUBSTANTIVE KNOWLEDGE: I KNOW seasonal patterns in the United Kingdom. I KNOW daily weather patterns in the United Kingdom. I KNOW vocabulary to refer to season and weather. I KNOW the names, locations and characteristics of the four countries and capital cities of the United Kingdom. I KNOW the surrounding seas of the United Kingdom.	SUBSTANTIVE KNOWLEDGE: I KNOW where the UK is on a map of the world. I KNOW where Kenya is on a map of the world. I KNOW some similarities and differences between Colyton in UK and Lamu in Kenya (both physical and human). I KNOW vocabulary for key physical features - beach, cliff, coast, sea, ocean I KNOW vocabulary for key human features - port, harbour.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use aerial photographs to recognise basic human and physical features. I KNOW HOW TO use aerial photographs to recognise landmarks.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use simple fieldwork and observational skills to study the geography of my school and its grounds. I KNOW HOW TO use an atlas to identify the United Kingdom and its countries.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use simple fieldwork and observational skills to study the surrounding environment of my school (Colyton). I KNOW HOW TO use world maps and globes to identify the UK and Kenya. I KNOW HOW TO use locational and directional language (near and far; left and right) to describe the locations on a map.
VOCABULARY: Human, Physical, Aerial, Photograph	VOCABULARY: Compass, Capital city, Landmark	VOCABULARY: Location, Environment, Climate
CORE CONCEPT: Settlement	CORE CONCEPT: Location	CORE CONCEPT: Settlement

<i>Life in the Freezer</i> (YEAR A Autumn 2) 	<i>Coast and Country</i> (Summer 1 and 2) 
NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge: 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)	NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge: 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
SUBSTANTIVE KNOWLEDGE: I KNOW the position and significance of the Equator, the Northern and Southern hemispheres and the Arctic/Antarctic Circles. I KNOW different climate zones in the world.	SUBSTANTIVE KNOWLEDGE: I KNOW many of the counties and significant cities of the United Kingdom, and can locate them on a map. I KNOW key physical and human characteristics of different regions of the UK, and their topographical features (including hills, mountains, coasts and rivers). I KNOW different types of settlement and land use. I KNOW different land-use patterns within the UK, and how some of these may have changed over time.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use maps, globes and atlases to locate the areas and features studied.	DISCIPLINARY KNOWLEDGE: I CAN use the eight points of a compass to build my knowledge of the United Kingdom. I KNOW HOW TO use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (eg sketch maps, plans, digital technologies).
VOCABULARY: Hemisphere, Conditions, Global warming	VOCABULARY: Topography, Land-use, Decline
CORE CONCEPT: Location	CORE CONCEPT: Settlement

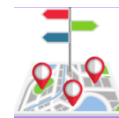
Discovering Europe (Spring 1 and 2) 	Rivers and Rainforests (Summer 1 and 2) 
NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and coasts), and land-use patterns; and understand how some of these aspects have changed over time. KS2 - Geographical skills and fieldwork Understand human geography including types of settlement and land use. 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.	NATIONAL CURRICULUM COVERAGE: KS2 - Locational knowledge: Locate the world's countries, using maps to focus on North America and South America. Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. KS2 - Geographical skills and fieldwork Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. 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.
SUBSTANTIVE KNOWLEDGE: I KNOW the location of many countries in Europe (including Russia). I KNOW some of the major cities within European countries. I KNOW some key physical and human characteristics of countries in Europe. I KNOW similarities and differences between Devon in UK and a region in a European country.	SUBSTANTIVE KNOWLEDGE: I KNOW and understand the water cycle. I KNOW the physical geography of rivers. I CAN locate South America on a map, including its key physical features and rivers. I UNDERSTAND similarities and differences in the physical geography of a region of the United Kingdom with a region of South America (linked to rivers).
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use four-figure grid references to build my knowledge of the UK and Europe.	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use symbols and keys (including the use of Ordnance Survey maps). I KNOW HOW TO use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (river or stream link).
VOCABULARY Region, Features, Coordinates	VOCABULARY Deforestation, Ecological, Fieldwork
CORE CONCEPT: Settlement	CORE CONCEPT: Settlement

Knowledge and Skills: Year 5/6 A

Going Global (Spring 1 and 2)



Stand up and Speak Out - Going Local (Summer 1 and 2)



NATIONAL CURRICULUM COVERAGE:

KS2- Locational knowledge

Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). Locate countries in North America, concentrating on their key physical and human characteristics.

KS2 - Human and physical geography

Understand human geography, e.g. economic activity including trade links and distribution of natural resources inc energy, food, minerals and water.

KS2 - Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America.

SUBSTANTIVE KNOWLEDGE:

I KNOW the location of North America, its major countries and its environmental regions, and some key physical and human characteristics.

I KNOW the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).

I KNOW some similarities and differences in the physical and human geography of a region in United Kingdom and several regions in North America.

I KNOW the different economic activities and trade links between the two countries.

DISCIPLINARY KNOWLEDGE:

I KNOW HOW TO use six-figure grid references to build my knowledge of the wider world.

VOCABULARY:

Economic time zones tropics

CORE CONCEPT:

Sustainability

NATIONAL CURRICULUM COVERAGE:

KS2 - Human and physical geography

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

Understand human geography including trade between UK and rest of world. Explore fair/unfair distribution of resources (e.g. Fairtrade).

KS2 - Geographical skills and fieldwork

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

SUBSTANTIVE KNOWLEDGE:

I KNOW the physical and human geographical features of my local area

I CAN explain how the physical and human features of my local area were formed.

I CAN locate these features on a map

I UNDERSTAND similarities and differences in the physical geography of my local area and another part of the UK

DISCIPLINARY KNOWLEDGE:

I KNOW HOW TO Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

VOCABULARY:

Producer Consumer Ethical

CORE CONCEPT:

Settlement

Knowledge and Skills: Year 5/6 B

Extreme Earth (Autumn 1 and 2) 	Going Global (Summer 1 and 2) 
NATIONAL CURRICULUM COVERAGE: KS2 - Human and physical geography Understand physical geography including climate zones, biomes, rivers, mountains, volcanoes and earthquakes, and the water cycle. KS2 - Geographical skills and fieldwork Uses maps, atlases, globes and 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.	NATIONAL CURRICULUM COVERAGE: KS2 - Human and physical geography Understand human geography, e.g. economic activity including trade links and distribution of natural resources inc energy, food, minerals and water. KS2 - Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
SUBSTANTIVE KNOWLEDGE: I KNOW the position of latitude and longitude, and the Tropics of Cancer and Capricorn. I KNOW different biomes and vegetation belts, and can label some examples on a world map. I KNOW the physical geography of mountains, volcanoes and earthquakes	SUBSTANTIVE KNOWLEDGE: I KNOW key aspects of economic activity such as trade links (including Fair Trade). I CAN DESCRIBE the distribution of natural resources including energy, food, minerals and water.
DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (linked to biomes/vegetation belts).	DISCIPLINARY KNOWLEDGE: I KNOW HOW TO use digital/computer mapping to locate countries and describe features studied.
VOCABULARY: Biome latitude longitude	VOCABULARY: Natural resources fossil fuels sustainability
CORE CONCEPT: Location	CORE CONCEPT: Sustainability

Progression by Disciplinary Skill

	<i>Year 1/2</i>	<i>Year 3/4</i>	<i>Year 5/6</i>
<i>Human and Physical Geography</i>	• Identify seasonal and daily weather patterns in the United Kingdom. • Use basic geographical vocabulary for key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, soil, vegetation, season, weather. • Use basic geographical vocabulary for key human features: city, town, village, factory, farm, house, port, office, harbour, shop. • Know the location of hot and cold areas of the world in relation to the Equator and the North and South poles.	• Describe and understand the physical geography of climate zones. • Understand the water cycle. • Describe and understand key aspects of rivers. • Describe and understand aspects of human geography, including types of settlement and land use.	• Describe and understand the physical geography of biomes and vegetation belts. • Describe and understand the physical geography of mountains, volcanoes and earthquakes. • Understand aspects of human geography, including economic activity and trade links, the distribution of natural resources (eg energy, food, minerals and water).
<i>Locational Knowledge</i>	• Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom, and its surrounding seas. • Name and locate the world's seven continents and five oceans.	• Name and locate counties and cities of the UK, geographical regions and their human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers), and land use patterns; understand how some of these have changed over time. • Locate countries in Europe (including Russia) using maps, including their key physical and human characteristics, and major cities.	• Locate countries in North and South America using maps, including their environmental regions, key physical and human characteristics, and major cities. • Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Arctic and Antarctic circles, latitude, longitude, the Tropics of Cancer and Capricorn. • Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).

	Year 1/2	Year 3/4	Year 5/6
Place Knowledge	- I am beginning to understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area of a contrasting Asian country. .	I understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country, and an area of Africa.	I understand geographical similarities and differences through studying the human and physical geography of a region of the UK and several regions within North and South America.
Geographical Skills and Fieldwork	- Use aerial photographs to recognise basic human and physical features, and recognise landmarks. - Use simple fieldwork and observational skills to study the geography of my school, its grounds and the local environment. - Use an atlas to identify the United Kingdom and its countries. - Use world maps, atlases and globes to identify the UK and China. - Use locational and directional language (near and far; left and right) to describe locations on a map. - Use plan perspectives to recognise basic human and physical features. - Use simple compass directions (North, South, East, West) to describe the location of features, and routes on a map. - Devise a simple map. - Use and construct basic symbols in a key.	- Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. - Use maps, globes and atlases to locate the areas and features studied. - Use the eight points of a compass to build my knowledge of the UK. - Use symbols and keys (including on Ordnance Survey maps). - Use four-figure grid references to build my knowledge of UK and Europe.	- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Use digital/ computer mapping to locate countries and describe features studied. - Use six-figure grid references to build my knowledge of the wider world.

Skills Progression (Understanding Maps)

At Colyton Primary Academy we believe the study and use of maps to enhance the geography curriculum is vital. Below is our progression of how map knowledge and skills will be developed across KS1 and 2. This builds on the map work that is started in the EYFS.

	Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital map making
Year 1 and 2	I can find information on aerial photographs. I know that maps give information about the world (where and what?). I can follow a route on a prepared map. I can recognise simple features on maps such as buildings, roads and fields. I recognise that maps need a title. I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. I can begin explaining why places are where they are.	I am beginning to use directional vocabulary. I can say which direction N,S,E,W is for example, using a compass in the playground. I know which direction N is on an Ordnance Survey map.	I can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.	I can use symbols on maps (own and class agreed symbols). I know that symbols mean something on maps. I can find a given Ordnance Survey symbol on a map with support. I am beginning to realise why maps need a key.	I can look down on objects and make a plan for example, on desk, high window to playground. I can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). I can use large scale, vertical aerial photographs. I know that when you 'zoom in' you see a smaller area in more detail.	I can find places using a postcode or simple name search. I can add simple information to maps for example, labels and markers. I can draw around simple shapes and explain what they are on the map for example, houses. I can use the measuring tool with support to show distance for example, my house to school, to the shops. I can zoom in and out of a map. I can draw a simple route. I can highlight areas. I can add an image to a map.
	Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes. Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases. Introduce: simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps. Context: focus on the local scale— home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.			Suggested Digimap For Schools Activities (* Ks1-2) Letter to our school Where do I live? How can we get to Grandma's safely? What's the quickest way to school? My geography glasses Who goes to school by boat?* Where does our milk come from?* Where do I go in a week?* Capital Stops* My Dream Island* The Magic Telescope*		

	Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital map making
Year 3 and 4	I can use atlases, maps and globes. I can use large scale maps outside. I can use maps at more than one scale. I can make and use simple route maps. I can locate photos of features on maps. I can use oblique and aerial views. I can recognise some patterns on maps and begin to explain what they show. I can give maps a title to show their purpose. I can use thematic maps. I can explain what places are like using maps at a local scale. I recognise that contours show height and slope.	I can use simple grids. I can give direction instructions up to 8 cardinal points. I can use 4-figure coordinates to locate features. I know that 6-figure Grid References can help you find a place more accurately than 4-figure coordinates.	I can make a map of a short route with features in correct order. I can make a map of small area with features in correct places.	I can use plan views regularly. I can give maps a key with standard symbols. I can use some Ordnance Survey style symbols.	I can use maps and aerial views to help me talk about for example, views from high places I can make a simple scale plan of room with whole numbers for example, $1 \text{ sq. cm} = 1 \text{ square tile on the floor moving onto } 1 \text{ cm}^2 = 1 \text{ m}^2$. I can use the scale bar to estimate distance. I can use the scale bar to calculate some distances. I can relate measurement on maps to outdoors (using paces or tape).	I can use the zoom function to locate places. I can use the zoom function to explore places at different scales. I can add a range of annotation labels and text to help me explain features and places. I can highlight an area on a map and measure it using the Area Measurement Tool. I can use grid references in the search function I can use the grid reference tool to record a location. I can highlight areas within a given radius. I can add photographs to specific locations.
	Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates. Introduce: what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools. Context: a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.			Suggested Digimap For Schools Activities Treasure Hunt Picture Detectives Artful Maps Patterns of land use Flying High: White –Tailed Eagles Teifi Travels A Taste of Scotland Landscape Fingerprints		

	Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and Scale	Digital map making
Year 5 & 6	I can relate maps to each other and to vertical aerial photographs. I can follow routes on maps saying what is seen. I can use index and contents page of atlas. I can use thematic maps for specific purposes. I know that purpose, scale, symbols and style are related. I can appreciate different map projections. I can interpret distribution maps and use thematic maps for information I can follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features.	I can use 4 and 6-figure coordinates to locate features. I can give directions and instructions to 8 cardinal points. I can align a map with a route. I can use latitude and longitude in an atlas or globe.	I can make sketch maps of an area using symbols and key. I can make a plan for example, garden, play park; with scale. I can design maps from descriptions. I can draw thematic maps for example, local open spaces. I can draw scale plans.	I can use agreed and Ordnance Survey symbols. I appreciate maps cannot show everything. I can use standard symbols I know 1:50.000 symbols and atlas symbols.	I can use a range of viewpoints up to satellite. I can use models and maps to talk about contours and slope. I can use a scale bar on all maps. I can use a linear scale to measure rivers. I can describe height and slope using maps, fieldwork and photographs. I can read and compare map scales. I can draw measured plans for example, from field data.	I can find 6-figure grid references and check using the Grid Reference Tool. I can combine area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue I can use maps to research factual information about locations and features. I can use linear and area measuring tools accurately.
More Able Y6	Work confidently with: Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000. 1:50 000 4 and 6-figure coordinates. Have experience: of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates Introduce: what 6 figure Grid References mean and how to calculate them. Context: a range of places at different scales and with different themes, fieldwork in the wider and distant locality.			Suggested Digimap For Schools Activities Fantasy Maps Weather Warning! Coastal Mysteries Landscape Poetry Lighthouse for Sale My Top Tourism Trail It's a Rubbish Footprint! Extreme GB Map Detectives Emergency Rescue!		

Lesson Design

At Colyton our geography learning is based on an enquiry approach. This means that lessons encourage:

- A questioning, inquisitive, critical approach to geographical knowledge.
- The critical study of both qualitative and quantitative data as sources of evidence on which geographical knowledge is based.
- Opportunities for students to develop their understanding of what is being investigated through thought-provoking activities, discussion and debate.
- Critical reflection on what has been learnt and how it has been learnt.

The use and study of maps is central to geographical learning and understanding. Maps are key to representing the features and layout of the world, from the local to the global. Maps, at a variety of scales, are used frequently as a matter of routine and are an intrinsic part of learning in geography. This ensures that students have good spatial awareness and are secure in their ability to locate the places they are studying.

Being a good geographer means thinking critically about the world. Pupils who have been supported to think critically are able to challenge, question and think more deeply about all aspects of geography and become more capable and independent learners.

In planning geography learning, we are looking for opportunities for children to:

- Become better at thinking
- Make better sense of information
- Become more open thinkers

Lessons at Colyton include these elements:

Being inquisitive

- skills of enquiry & metacognition

Finding out about the world

Reading and searching

- Researching skills

Field work and data examination- Asking questions and gathering evidence

Using Maps - drawing & using a range

Making decisions about what I think

Making better sense of information - making links

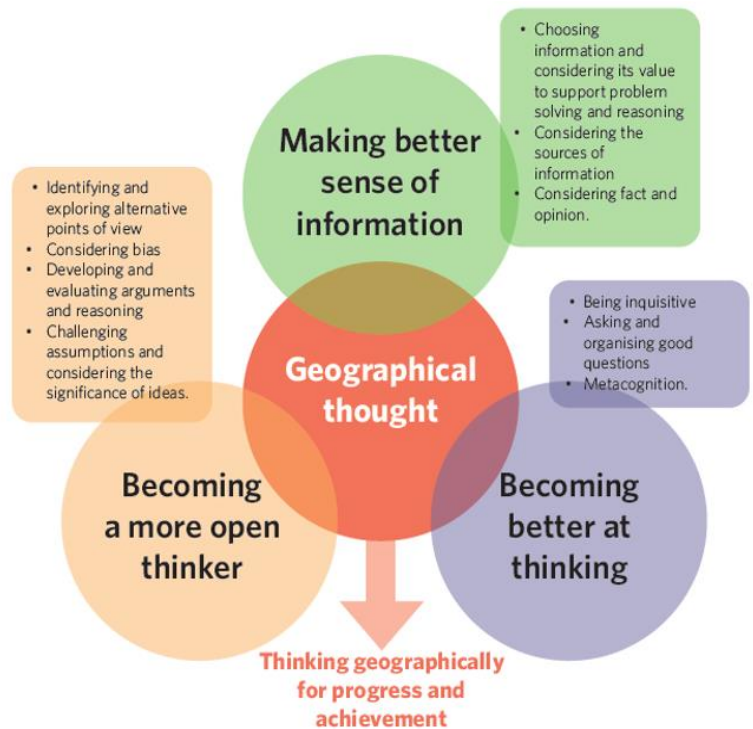
Using what I know: now and before

Applying knowledge - answering questions

Thinking about what this means now and before

Being a more open thinker

Measuring understanding & impact on the past and for the future of the planet



[Geographical Association](#)

In order to support children to *know more and remember more* we use meta-cognitive tools such as Thinking Frames to deepen understanding and retain key information.

Personal Development

At Colyton we enhance the national curriculum for our students and make our curriculum unique. We do this through looking at Personal Development, developing character, citizenship, SMSC, equality, diversity, confidence & resilience, wellbeing, e-safety, RSE, transitions and British Values within the units of learning that the children study.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A			<u>Hot & Cold</u> <u>British Values - Mutual Respect and Tolerance</u> - I know that there are lots of different people in the World with different faiths, beliefs and that different areas are made up of a range of people.		<u>What A Wonderful World</u> <u>Influential People - Vandana Shiva</u> <u>British Values/Equality</u> - I know about the differences between countries and inequalities in wealth and prosperity of people at home and abroad.	
Year 1/2 B	<u>Come Rain or Shine</u> <u>Citizenship</u> - I know how to make healthy choices and keep myself safe (keeping warm/dry in adverse weather)		<u>A Journey Around the UK</u> <u>Careers</u> - I can identify different jobs and roles that members of my community have		<u>Oh I do like to be beside the seaside</u> <u>Character</u> - I know how to keep our beaches and countryside safe and clean and why this is important as a person	
Year 3/4 A	<u>Life in the Freezer</u> <u>Influential People</u> - Rebecca Lee Lok See, Michael Palin, Eric Sala, Jason Bax. <u>Citizenship</u> - I know about global warming and how this is a social and moral dilemma for the world				<u>Coast & County</u> <u>Influential People</u> - Dr Anjana Khatwa	
Year 3/4 B	<u>Passport to the World</u> <u>Sustainability</u> - I know about natural disasters and how this is putting pressure on vulnerable mountain environments in Europe. Discuss with the pupils whether this is linked to climate change.				<u>Rivers & Rainforests</u> <u>Influential People</u> - Susan Shaw, Jane Goodall, David Attenborough. <u>Sustainability</u> - I know how natural resources and areas of ecological importance are under threat.	
Year 5/6 A			<u>Going Global</u> <u>Careers</u> - I know about ways of carrying out shared responsibilities linked to global warming and the three 'Rs'		<u>Stand Up & Speak Out (Local History - Colyton Rebels)</u> <u>Citizenship</u> - I know how to debate topical issues and events, why and how laws are made and enforced and why rules are needed.	
Year 5/6 B	<u>Extreme Earth</u> <u>Influential People</u> - Tanya Atwater, Christopher Jackson.				<u>Stand Up & Speak Out - Country Study</u> <u>Influential People</u> - Severn Cullis-Suzuki, Kiribiti Majuto, Ma Jun <u>Character</u> - We know what makes a good citizen.	

Geography for learners with SEND

Inclusion in geography means: setting suitable learning challenges, responding to pupils' diverse needs, and overcoming potential barriers to learning and assessment for individuals and groups.

Possible struggle or challenge	Scaffold or support to consider
Difficulties with reading	- Pairing of confident and less confident readers when considering groupings in geography. - Make frequent use of audio/visual stimuli about places and features. Pictures/drawings/recordings/video clips can be used to generate pupil-to-pupil discussion or precede written information. Use or present information in tables or diagrams, rather than unbroken text. - Make use of fluency strategies from reading lessons when reading geographical information - including echo reading and choral reading.
Difficulties with language/vocabulary	- Provide a word bank related to the theme. This could be provided before the start of the unit, as pre-teaching, or built up cumulatively throughout the sequence of lessons. - Provide sentence stems/speaking frames for oracy/discussion tasks to structure spoken language. - Recognise that the language of history may be challenging and cause barriers for some pupils, including the use of geography-specific terms, eg 'biome', 'meander'. Plan to teach new geography vocabulary explicitly in context using activities from the menu of instructional activities. - Use pictures and symbols (eg Widgit) to illustrate new geographical concepts. - Simplify questioning words - for example, do not ask them to 'compare and contrast' but ask 'what are the things that are different between ...'
Difficulties with writing/recording	- Consider alternatives to written recording at times. Children may be able to achieve more verbally than in written form, so involve them fully in showing their learning through discussions, drama and debates.
Difficulties with maths/number	- Be aware of challenges with shape and space potentially being a barrier in map/compass work. Increase adult support, or make use of mixed ability pairings, where possible. - Ensure large numbers used in geographical learning (eg population or area of a country) can be read and understood by the child, in order to have meaning.
Difficulties with memory/processing	- Use a digital camera to capture important findings on a field trip for future reference. Images can also be used to build a visual record. Simple audio recorders can be used instead of written notes during visits or field trips. - Reinforcement of key facts eg locations of places on a map, through retrieval practice principles - revisit regularly, spaced practice, dual coding (words and visuals together). - Reduce reliance on memory by using a chart that shows the 'big picture' to help pupils make links between lessons, eg a chart showing the big question, and how each lesson is related to the question. Use mind maps and other visual devices to help pupils see patterns and relationships. - Narrative can help all pupils, including those with learning difficulties, to make sense of events by bringing other countries and cultures to life, so consider using stories (of real people living in different parts of the world) within geography learning. - When questioning, allow pupils time to discuss the answers to questions in pairs, before requesting verbal responses. Structures such as think-pair-share can be really helpful. - When you are asking questions, use pupils' names to warn them that they are about to be involved. Sometimes, warning pupils quietly that you are about to ask them a question gives them a little thinking time and they may be able to answer more confidently. - Invite pupils to comment on a key issue, and check their understanding by asking them to reformulate it in their own words or in a different form. For example, after an enquiry about tectonic processes, ask pupils to explain their findings in diagrams, as well as explaining orally or in writing.
Difficulties with engagement, for example because of SEMH needs	- Identify pupils' existing geographical knowledge and prior experience eg using posters, concept maps and mind-mapping software. - Relate geographical concepts to everyday applications. Use real objects as a starting point for developing the concepts and the language needed to describe and discuss what pupils have observed or experienced. - Concrete materials and sensory resources, such as a replica rainforest, can help pupils understand unfamiliar locations and people

Impact:

Assessment of children's geographical understanding is continuous as described in the Primary Geography article 'The Process of Progress' (Margaret Mackintosh, 2008):

"My approach to assessing pupils' progress in geography is through continuous dialogue and 'listening in' to pupils' geographical conversations as they talk while enjoying practical activities on their geographical journey. For this to be useful the teacher needs to know where the journey is going, in skills as well as content."

It is our aim that children **know more and remember more** about the geography of our world.

Children's geographical understanding of the knowledge and skills covered in a unit of work is gauged in a variety of different ways; through short term assessment of day to day tasks, through children's ongoing work, the quality of their answers to 1:1 and whole class questions and more formally on a medium term approach through assessment tasks with a marking rubric.

At Colyton we believe that "practise makes permanent" and so we revisit prior knowledge regularly. We check understanding of previous units at the beginning of the new topic so that gaps in knowledge or misconceptions can be addressed and supported.

To measure the progress in knowledge between the start and the end of the unit of work we might use Thinking Frames i.e. metacognitive visual tools. These can be used in a variety of ways to assess knowledge. This also allows us to determine if children are 'on track' with their geography knowledge and skills.

Task 1: What do you see?



See Think Wonder

SEE What do you see?	THINK What do you think is going on?	WONDER What does it make you wonder?
buildings, trees, a river, legs, sand, desert, wood, plants, sky, fords	cutting down trees working and river flowing trees snoring	why are they cutting trees? what are they doing? How long is the river? Great question!

Adapted by Alan Rogers 2017

Which city have you visited? What facts do you know about the cities?

London and England

Spain (Gran Canaria)

Is the capital city of...	London	Paris	Athens	Rome	Madrid	Lisbon	Moscow	Copenhagen
	England	France	Greece	Italy	Spain	Portugal	Russia	Denmark