

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.

National Curriculum 2014

Intent

At Longford, our Geography lessons help assure curriculum breadth, coverage, content and a structure that enables clear progression in knowledge and skills.

We aim for inspirational lessons that develop a curiosity and fascination about the world we live in and the people within it.

Children investigate a range of places in the United Kingdom and abroad to help develop their knowledge of the world's continents, countries, cities, seas and oceans using maps, globes, aerial photographs and digital mapping.

We continually revisit and review the geographical knowledge skills we are teaching our children to embed previous learning.

We encourage the children's curiosity and fascination by enriching their learning with fieldwork opportunities and educational visits.



Implementation

Geography at Longford is taught in a block of lessons across the school focusing on the knowledge and skills stated in the National Curriculum. It may be taught in a cross curricular context where appropriate. The geography curriculum at Longford offers a broad framework and outlines the knowledge and skills and taught in each Key Stage. We begin our lessons with a revision of geography knowledge and skills to embed previously taught topics. The teaching activities in our lesson will help ensure lively, effective and appropriate learning. Geography teaching focuses on developing curiosity and fascination about the world. We aim to provide children with opportunities to learn outside the classroom where possible and enjoy educational visits and fieldwork opportunities.



Impact

Geography teaching should engage children and instil curiosity and fascination about the world that will remain with them for the rest of their life.

Through high quality Geography lessons, children will deepen their geography knowledge and skills and be ready for the curriculum at Key stage 3 and for life as an adult in the wider world.

Teacher assessment will help demonstrate that teaching has resulted in clear and appropriate outcomes for our children.

Through careful monitoring and feedback we aim to raise standards and develop a range of geographical knowledge and skills in our children.



Knowledge, Understanding & Skills

Year group	Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills & Fieldwork
KS1	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Develop knowledge of the human and physical geography of a small area of the United Kingdom.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</p>	<p>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>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>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple 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.</p>
Lower KS2	<p>Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</p> <p>Locate the world's countries, focusing on Europe and North and</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Understand geographical</p>	<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of physical geography including: earthquakes and</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the</p>

	<p>South America. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America. Establish an understanding of the interaction between physical and human processes.</p>	<p>volcanoes, rivers, mountains and the water cycle Describe and understand key aspects of human geography, including: types of settlement and land use.</p>	<p>United Kingdom and the wider world. Use a range of methods including sketch maps, plans and graphs, and digital technologies. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>
<p>Upper KS2</p>	<p>Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones</p>	<p>Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom. Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>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-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 a range of methods including sketch maps, plans and graphs, and digital technologies. Use fieldwork to observe, measure, record and present the human and physical features in the local area.</p>