Loxwood Primary School
Geography

Intent:

At Loxwood, our curriculum allows for a broader, deeper understanding of the four key areas of Geography. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives.

Our children will:

- Be equipped with knowledge about diverse places, people, the natural landscape and the human environment. They will be inspired by a curiosity and fascination about the world.
- Develop an understanding of how the earth's features are shaped, how they are interconnected and how they change over time through both human and physical processes.
- Study the local area (with a particular focus on Loxwood and the Wey and Arun Canal) and contrasting localities in the United Kingdom and other parts of the world.
- Develop competence in specific geographical knowledge and vocabulary to communicate geographical ideas effectively.
- Learn to draw and interpret maps using both paper and digital mapping software.
- Develop research, investigation and problem solving skills. They will collect a range of data through fieldwork and other sources of geographical information such as diagrams, globes, aerial photographs and the internet. They will learn how to analyse this data and communicate their findings.
- Consider the wider environment and people of the world we live in, developing a respect and concern for the diversity of place and the environment.

In Geography, we incorporate our core values (**Resilience, Collaboration, Curiosity, Creativity and Kindness**) to ensure that our children develop as **life-long learners and responsible citizens**. Through Quality First Teaching and having high expectations, we ensure all children (including disadvantaged and SEND) are accessing the curriculum by constantly reviewing and adapting teaching.

Implementation:

We have a coherent and sequenced curriculum building progression of knowledge and skills every year. EYFS have their own topic cycle but work alongside Key Stage 1. The rest of the school work in pairs – Year 1 and Year 2, Year 3 and Year 4 and then Year 5 and Year 6 and follow a two-year topic cycle. These year groups plan together weekly. In EYFS, children are learning about their immediate environment and some of the key features, weather patterns and changing seasons and beginning to look at maps. In Year 1 & 2, children begin to use maps and recognise physical and human features to do with the local area and use maps to explore the continents and oceans of the world. They will then begin to compare where they live to places outside of Europe and ask and answer geographical questions. In Years 3-6, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating their knowledge, our curriculum helps children build on prior understanding alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical Geography, geographical skills and fieldwork.

Across all year groups, children have a range of opportunities to experience Geography through practical engaging tasks beyond the classroom.

Impact:

Our children will use geographical vocabulary accurately and understand the different strands of Geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from Geography to other curriculum subjects, such as History and Science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their Geography learning, skills and knowledge.

Geography Whole School Topic Overview

	Cycle A (2022-2023)						Cycle B (2023-2024)					
	Autumn		**Spring**		**Summer**		**Autumn**		**Spring**		**Summer**	
EYFS	**This is Me!**	**Night and Day**	**Traditional tales**	**People who help us**	**Growing**	**Moving on, journeys and adventures**	**This is Me!**	**Night and Day**	**Traditional tales**	**People who help us**	**Growing**	**Moving on, journeys and adventures**
Year 1 & 2	**On your marks, get set go!** Geographical skills and fieldwork (maps, directions) Human and physical geography (features)		**A Walk on the Wild Side!** Location Knowledge (oceans continents) Human and physical geography (Equator, Polar regions, weather) Place Knowledge (compare Botswana/ UK) Geographical skills and fieldwork (School and local area)		**Make a Splash!** Location Knowledge (UK and surrounding seas).		**`Castles in the Sky** Human and physical geography (features)		**Fantastic Forests** Human and physical geography (UK) Geographical skills and fieldwork (Aerial images plans & maps, compass directions & simple vocab, school grounds). Place Knowledge (compare Australia/ UK)		**Once There Were Giants!** Geographical skills and fieldwork (maps, directions)	
Year 3 & 4	**Ancient Egyptians** **Europe Location** To locate the world's countries using a map to focus on Europe. Compass points, grid references.		**Frozen desert** **World Location** **Poles/ Tropics** **Antarctica- Africa** Geographical skills Location Knowledge (global)		**The Great Outdoors** **Comparing two different regions- one in UK and one in Europe** West Sussex (Loxwood) and Italy (Campania)		**Digging up the past** **UK** Location knowledge, cities, regions, human and physical characteristics		**Destruction and Disaster** **Extreme Earth** (volcanoes, earthquakes, mountains, extreme weather etc.)		**Let it Go** **Land Use** Maps, symbols, landmarks. Urban/rural.	
Year 5 & 6	**Our Changing World** Human and Physical Location Knowledge (local and global)		**Trade and Economics** Human Location Knowledge (local & global)		**The Amazing Americas** Geographical skills Location Knowledge (global) Place Knowledge Human and physical		**Exploring Eastern Europe** Geographical skills Location Knowledge (global) Place Knowledge Human and physical		**Rainforests** Geographical skills Location Knowledge (global) Place Knowledge Human and physical		**Marvellous Maps** Location Knowledge (local) Geographical skills & fieldwork	

Progression in Geography:

	EYFS	Year 1 &2	Year 3 &4	Year 5 & 6
Knowledge		Mrs Armitage on Wheels • read and identify features on a map (compass rose, symbols, birds eye view, key, labels) • draw simple maps based on a story • use directional language (North, South, East and West) compass rose, symbols, birds eye view, key, labels, North, South, East, West A Walk on the Wild Side • identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • name and locate the five oceans • talk about the differences between the oceans • use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routs on a map • name and locate the seven continents • name the human and physical features of my locality • compare living in the UK to living in Africa • find out about the Kalahari Desert and Botswana countries, continents, equator, oceans, city, town, village, hill, valley, river, port, harbour, coast, forest, climate, seasons Make a Splash • identify physical and human features of England • identify the four countries in the UK • name the four capital cities • name the surrounding oceans • identify some physical and human features • being to ask and answer questions e.g. where? United Kingdom, England, Northern Ireland, Scotland, Wales, oceans, physical features, human features, location	Our European Neighbours • locate Europe on a world map and find out about its features • identify and locate countries in Europe • identify European countries according to their features • identify the major capital cities of Europe • compare two European capital cities • find out about the human and physical features of a European country globe, continents, Europe, countries, population, seas, oceans, France, London, capital city, physical geography, human geography All Around the World • explain the position and significant of the Equator, the Northern Hemisphere and the Southern Hemisphere • identify lines of latitude and longitude • describe key features of the polar regions and compare them to the UK • compare the climate of the tropics with the UK climate • explain the position and significant of the Prime Meridian • explain the position and significance of time zones Northern Hemisphere, Southern Hemisphere, Equator, latitude, longitude, atlases, globes, polar regions, climate, tropics, position, significance, Prime Meridian, time zones Earth's Climates and Cycles • understand how a carbon footprint is calculated • understand the process of the carbon cycle • explore different methods of carbon sequestration • How can a bag of compost be deadly? • How do you heat a whole planet? carbon dioxide, carbon footprint, offset, carbon cycle, CO_2, coal, carbon fossil fuels, oxygen, carbon sink, compost, peatlands, CFCs, global warming, greenhouse effect, greenhouse gasses, methane, nitrous oxide, placard, water vapour	Our Changing World • explain how water and weather can change the landscape • understand how costal features are formed • identify coastal features of the UK • understand how costal features are formed • identify costal features of the UK • explain how the make-up of the United kingdom has changed over time • explain how the international borders of europe have changed over time • explain how and why landscapes change over time • predict how physical factors might change the landscape in the future Weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion, coast, bay, headline, beach, dune, cave, cliff, arch, stack, stump, spit, erosion, boarder, invasion, empire, union, colony, development, regeneration, protection, physical changes, human changes Trading and Economics • explain the UK's trade links with other counties • use maps to show the UK's trade links with other countries • explain trade links between El Salvador and the UK • explain the importance of fair trade • explain the global supply chain • explain how trading has changed through history. Trade, import, export, key, El Salvador, trading, Fairtrade, globalisation, brand, multinational company, supply, Tudor, Victorian, British Empire The Amazing Americas • identify the countries of North and South America • identify the capital city of a county • use geographical terminology to describe the location and characteristics of a range of places across the Americas

			My Region and Campania • know key features of the UK and my region • describe Europe's human and physical features including countries & capitals • explain key geographical features of Italy • know what plate tectonics are • explain how earthquakes occur • describe how volcanoes occur • describe key physical features & key settlements of Campania, Italy and how do they compare to my region? Aerial photograph, Arctic Circle, atlas, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, mountains, observational skills, ocean, region, river, scale, valley, village, volcano, weather	• describe the climates and biomes of different regions across the Americas • identify physical and human geographical features of my local area (Loxwood) • identify similarities and differences in the human and physical geography of Loxwood and a region of North America • recall the names and locations of the ancient and new wonders of the world • describe the characteristics and significant of a natural wonder of Americas Continent, country, city, North America, South America, Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime / Greenwich Meridian, time zone, temperate, subtropical, Koppen system, settlement, biome, vegetation belt, flora, fauna
Locational Knowledge	Understanding the world (UW) involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Understanding the world: The world • Talks about the features of their own immediate environment and how environments might vary from one another Children will • Talk about the local area and be able to make observations of what they see. • They will make observations of the local environment • Walk around the local area- children will take part in a walk around the local area	Develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. • name and locate the world's seven continents and five oceans; • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. • locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; • name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; • 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; county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern	Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. • use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; • name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;

	taking photos and collecting natural objects to then discuss back in class. Country, city, seaside, farm, village, town, field, spring, summer, autumn, winter, hill, river, canal, sea, Understanding the world ELG: 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;		Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
Place Knowledge	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Understanding the world: The world • Talks about the features of their own immediate environment and how environments might vary from one another Children will • Talk about the local environment in and around the school. • Compare the UK with a contrasting country in the world. Loxwood, Sussex, London, England, UK, Antarctica, Arctic, Africa, The World, country, city, seaside, farm, village, town, field, hill, river, canal, sea, desert, sea, ocea Understanding the world ELG: The Natural World	Develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. • compare the UK with a contrasting country in the world; • compare a local city/town in the UK with a contrasting city/town in a different country; Africa, Botswana, London, Australia, Townsville, compare, capital city, country, population, weather, similarities, differences, farming, culture, Africa, river, desert, village, town, city, Kalahari Desert.	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. • understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; • explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; • understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; • explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	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. • understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; • understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; Latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

	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;			
Human and Physical Geography	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Understanding the world: The world • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things Children will • Start to understand the difference between human and physical geography with regards to man-made and natural features around them in the local environment • They will know some similarities and differences between the natural world, for example, the change in season and what effect that has on the plants and animals. Country, city, seaside, farm, village, town, field, spring, summer, autumn, winter, hill, river, canal, sea, house, shop, library, post office, village hall, church, Understanding the world ELG: The Natural World	Understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. • 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; Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; city, town, village, factory, farm, house, office, port, harbour and shop, Equator, North Pole, South Pole.	Locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. • physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; • human geography, including: types of settlement and land use; mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	Locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. • physical geography, including: climate zones, biomes and vegetation belts, mountains 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; environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

	Children at the expected level of development will: - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			
Geographical Skills and Fieldwork	Maths It is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. Maths: • Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints • Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) • May enjoy making simple maps of familiar and imaginative environments, with landmarks Children will • Understand that maps have meanings • Use maps to talk about places • Begin to talk about countries and the world Map, North, South, East and West, direction, position, journey, turning, landmark, viewpoint, Mathematics ELG: Numerical Patterns Children at the expected level of development will: - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally	Interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; • use simple compass directions and locational and directional to describe the location of features and routes on a map; • devise a simple map; and use and construct basic symbols in a key; • use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	Collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; • use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	Become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features; • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; • use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
Key	EYFS Framework Early Learning Goal Non Statutory Birth to 5 matters document Vocabulary	National Curriculum Objectives Children can: Vocabulary		