

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 Antartica- Africa Geographical skills Location Knowledge (global)		The Great Outdoors Local Study A local history study – Canal/ Church walk?		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
Locational Knowledge	<p>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.</p> <p>Understanding the world: <u>The world</u></p> <ul style="list-style-type: none"> Talks about the features of their own immediate environment and how environments might vary from one another <p>Children will</p> <ul style="list-style-type: none"> 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 taking photos and collecting natural objects to then discuss back in class. <p>Country, city, seaside, farm, village, town, field, spring, summer, autumn, winter, hill, river, canal, sea,</p> <p>Understanding the world ELG: <u>The Natural World</u></p> <p>Children at the expected level of development will:-</p> <ul style="list-style-type: none"> -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; 	<p>Develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <ul style="list-style-type: none"> 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; <p>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.</p>	<p>Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <ul style="list-style-type: none"> 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; <p>county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> 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; <p>Atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>

<p>Place Knowledge</p>	<p>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.</p> <p><u>Understanding the world:</u> <u>The world</u></p> <ul style="list-style-type: none"> Talks about the features of their own immediate environment and how environments might vary from one another <p>Children will</p> <ul style="list-style-type: none"> Talk about the local environment in and around the school. Compare the UK with a contrasting country in the world. <p>Loxwood, Sussex, London, England, UK, Antarctica, Arctic, Africa, The World, country, city, seaside, farm, village, town, field, hill, river, canal, sea, desert, sea, ocean</p> <p><u>Understanding the world ELG:</u> <u>The Natural World</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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; 	<p>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.</p> <ul style="list-style-type: none"> 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; <p>Africa, Botswana, London, Australia, Townsville, compare, capital city, country, population, weather, similarities, differences, farming, culture, Africa, river, desert, village, town, city, Kalahari Desert.</p>	<p>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.</p> <ul style="list-style-type: none"> 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; <p>Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>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.</p> <ul style="list-style-type: none"> 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; <p>Latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>
<p>Human and Physical Geography</p>	<p>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</p>	<p>Understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation 	<p>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.</p>	<p>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</p>

	<p>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.</p> <p>Understanding the world: <u>The world</u></p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things <p>Children will</p> <ul style="list-style-type: none"> 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. <p>Country, city, seaside, farm, village, town, field, spring, summer, autumn, winter, hill, river, canal, sea, house, shop, library, post office, village hall, church,</p> <p>Understanding the world ELG: <u>The Natural World</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>to the Equator and the North and South Poles;</p> <p>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.</p>	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; human geography, including: types of settlement and land use; <p>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.</p>	<p>understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <ul style="list-style-type: none"> 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; <p>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.</p>
Geographical Skills and Fieldwork	<p>Maths</p> <p>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.</p>	<p>Interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <ul style="list-style-type: none"> 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; 	<p>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).</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 	<p>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.</p> <ul style="list-style-type: none"> 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

	<p>Maths:</p> <ul style="list-style-type: none"> • 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 <p>Children will</p> <ul style="list-style-type: none"> • Understand that maps have meanings • Use maps to talk about places • Begin to talk about countries and the world <p>Map, North, South, East and West, direction, position, journey, turning, landmark, viewpoint,</p> <p>Mathematics ELG: Numerical Patterns</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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; <p>sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>	<p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</p> <ul style="list-style-type: none"> • use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; <p>atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>
Key	<p>EYFS Framework</p> <p>Early Learning Goal</p> <p>Non Statutory Birth to 5 matters document</p> <p>Vocabulary</p>	<p>National Curriculum Objectives</p> <p>Children can:</p> <p>Vocabulary</p>		