

Geography

Intent	Implementation	Impact
<p>At Partney, our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.</p> <p>Opportunities will exist for children of all ages to experience learning beyond the classroom. This will allow them to enrich their knowledge by visiting locations and conducting geographical surveys within the local area that will contribute to their understanding.</p> <p>Our Values of curiosity and compassion will be considered alongside this learning in order to foster an understanding of how precious our planet is.</p>	<p>Our whole curriculum is shaped by our school vision (above). We cover the Programmes of study in the National Curriculum, enhanced by our use of Curriculum Maestro which presents learning about Geography through integrated topics. This is also supported by skills and knowledge progression, which builds up year on year and is sequenced to maximise learning.</p> <p>In EYFS, children learn about their immediate locality through Welly Walks in the village of Partney and from this small village. Over the course of Key Stage 1 and Key Stage 2, we begin to look outwards, first in general – continents, seas physical geography and then in more detail for localities both near and far.</p> <p>We encourage a curiosity for diversity and explore a range of cultural experiences through both subject specific Geography lessons and other lessons such as English, RE, History, Science and Music.</p> <p>Map reading and mapping skills are similarly built upon year by year.</p> <p>School trips and fieldwork are provided to give first hand experiences, which enhance children's understanding of the world beyond their locality.</p>	<p>We focus on progression of knowledge and skills and discrete vocabulary progression also form part of the units of work. Children will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.</p> <p>By the time children leave Partney C of E Primary school they will:</p> <ul style="list-style-type: none"> • Have knowledge of where places are and what they are like. • Have understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. • Have a base of geographical knowledge and vocabulary ready for KS3. • Have a knowledge of fieldwork and mapping. • Express opinions, rooted in knowledge and understanding about current and contemporary issues in society and the environment. <p>We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> • Assessing children's understanding of topic linked vocabulary through work in their learning journal. • Summative assessment of pupil discussions about their learning. • Images and videos of the children's practical learning. • Interviewing the pupils about their learning (pupil voice). • Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work. • Marking of written work in books.

Geography Sequence of Study and Progression in KS2

Key: **2A** = Class 2 Cycle A; **2B** = Class 2 Cycle B; **3A** = Class 3 Cycle A; **3B** = Class 3 cycle B

Cycle Year/Relevant Programme of Study	Topic Name and Sequence of Study						
Cycle 2A	Mighty Metals (Sc)	Empires and Emperors (H)	Burps Bottoms and Bile	Through the Ages (H)	Rocks Relics and Rumbles	Play list (Mus)	What to assess
Cycle 2B	Urban Pioneer	1066 (H)	Predator!	Predator	Misty Mountain/Vista	Blue Abyss (Sc)	
Cycle 3A	Frozen Kingdom	Scream Machine	A Child's War (H)	Alchemy Island	Stargazers (Sc)	Ground breaking Greeks (H)	
Cycle 3B	Sow, Grow, Farm	Hola Mexico! (The Mayans)	Tomorrow's World	Blood Heart	Darwin's Delights	Ancient Egypt	
<p>Ge2/1.1 Locational Knowledge</p> <p>Ge2/1.1a 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</p> <p>Ge2/1.1c 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)</p>	<p>3A Recap and Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere. Learn the location of the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including Polar day and night).</p> <p>3B Locate countries involved with food production on world map e.g. origins of bananas etc.</p>	<p>2A Track the progress of The Roman Empire over time, as the Roman army fought wars and conquered lands around the Mediterranean Sea, including countries in Europe, North Africa and the Middle East. Location of these on map of Europe..</p> <p>3B Use world maps and satellite images to locate Mexico, identifying which hemisphere it is in, its location in relation to the equator, and its surrounding countries.</p>	<p>2B Investigate where crocodiles and alligators are found in the wild. Mark their distributions on a digital map of the world and describe how the geography of these places supports their predatory needs.</p>	<p>3A Use the key to determine the Alchemy Island's human and physical features. Draw lines to mark where they think the contours of the landscape are, looking out for hills and valleys.</p>	<p>2A Lines of latitude and longitude: including prime meridian and equator – locating volcanoes on a world map World map (continents) 2B Locate world rivers using an atlas.</p> <p>2B use maps or atlases to find and study the location of each mountain, highlighting and revisiting the names and locations of continents and countries when looking at the location of each mountain range. (after UK based activity 2B below)</p> <p>3B Plot Darwin's route – using latitude and Longitude as part of the activity.</p>	<p>2A A Location of countries 2B identify the world's oceans and seas. Identify their position in relation to the equator, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circles.</p> <p>2B Locate the Great Barrier Reef using maps and satellite images. Make a sketch map, identifying significant land features, towns, islands and the different reefs themselves. Compare different maps and decide how much detail to include.</p> <p>3A 'Where is Greece?' Enquiry 'Where is Greece?' using atlases, a world map or existing geographical knowledge of the world. Begin to describe the</p>	<p>Skills: Can the child: find features using a 4/6 figure grid reference?</p> <p>Identify latitude and longitude on MoW?</p> <p>Draw a simple sketch map.</p> <p>Knowledge: Locate and identify UK, countries of UK + name/locate equator, continents and seas</p>

						landscape of Greece; geographical features of ancient Greece , including islands, significant city states, landmarks, surrounding seas and countries.	
Ge2/1.1b 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	2B Location of chosen town/city on map of UK and local OS map	2A Roman Town – human features 2B Interpret maps/aerial sources/digital sources of Bolingbroke Castle and identify physical/natural features. 2B Use local OS map to locate a good location for a castle – apply knowledge of OS map so far.	3A Locate the cities and ports bombed during the Blitz on a map of the UK. Look closely at surrounding areas, considering why these places were vulnerable to bombing. Draw a sketch map of the UK, showing the bombed locations and identifying other significant geographical features such as rivers and railways. (Using lat and long; grid refs)	2A Maps – location of stone age- iron age locations in UK and Ireland. Identification of countries, some counties in British Isles.	2B Case Study River Trent/Humber using Os and Google Maps; locate physical features e.g. source, meander and human activity 2B Investigate contour lines. Identify a peak and its height by using the contour lines. 2B describe the mountain ranges' locations in the UK using cardinal and intercardinal compass points. (before 2B above)		Locate local area e.g. Lincolnshire area on map of England. Locate and identify local area towns and rivers and other physical features e.g. higher ground through use of contours.
Ge2/1.2 Place Knowledge Ge2/1.2a 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 in North or South America	2B Comparison of Berlin and chosen local city. 3A Physical features of the Arctic include ice sheets, ice caps, mountains and hills, large rivers and lakes, tundra (areas of permanently frozen soil) and some coniferous forest. The Arctic has long, cold, dark winters and cool, light summers.	3A Visit websites of theme parks outside the UK. Take virtual tours and analyse maps and plans of the parks. Compare an overseas park with the layout of a UK park using a range of categories, such as size, visitor capacity, cost, transport links, physical terrain and location.	2B Investigate where crocodiles and alligators are found in the wild. Mark their distributions on a digital map of the world and describe how the geography of these places supports their predatory needs.		2B Learn about how rivers/weather can change the landscape. 2B Locate World rivers using and Atlas 2B Identify Natural, human or both – depending on what causes environmental change over time.	2B Research on oceans depth, area covered, bordering continents, hemisphere, special features and climate. Special features might include a coral reef, an underwater volcano or a habitat suited to a unique species of animal.	Name things in common with all rivers.
Ge2/1.3 Human and Physical Geography Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	3A (Polar vs temperate climate) Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures. (Cf Arctic/Antarctic and Europe) 3A What do Polar landscapes have in common? 3A 'What conclusions can we draw, on the				2A Layers of the Earth; investigation of soil and Rocks; Plate tectonics + world maps; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; and their causes. 2B Learn language and technical vocabulary to understand how a river changes over land. 2B Learn different types of mountains and how they are formed.		Explain Ring of Fire. Explain the watercycle. Explain why the earth shakes.

	<p>evidence we have, about climate change?’</p> <p>3B Learn that factors of climate, topography and soil determine how the land is used. Case study of Jersey royal potatoes.</p> <p>3B Name five climate zones: desert, equatorial, polar, temperate and tropical. Learn that a biome is a large ecological area on the Earth’s surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation.</p> <p>3B Compare North and South America to UK climate zone: citrus production in California; cocoa growing in Peru or Fairtrade bananas.</p>				<p>2B identify altitudinal zones for different habitats. 2B identify 4 stages of water cycle.</p>		
<p>Ge2/1.3b 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</p>	<p>3A List and learn about natural resources in the Arctic. E.g oil, gas, metals, minerals, fish, wood and freshwater.</p> <p>3A Describe positive and negative effects of tourism on Antarctica such as an increase in income, use of land for building hotels and venues, overcrowding of popular areas and pollution.</p> <p>3B How far has your food come? E.g. case study of bananas. Impact on climate? Link with visit to supermarket.</p>	<p>2B Study of Bolingbroke natural and man made features including self-sufficiency of food and materials for building. Use of natural resources.</p>			<p>2B Learn about uses of river – human activity.</p> <p>3B Summarise, why they think the Galápagos Islands developed such rich biodiversity. Use a world map to identify other remote islands and choose one to research. Find out about the island’s climate and biodiversity. Consider the main threats to islands, including natural and human factors, such as expanding populations, habitat destruction, tourism, rising sea levels and the introduction of new species.</p>	<p>3B Find out how the Nile flooded to create a rich and fertile land and compare how people used the river then with how it is used today. Sketch a map or 3-D diorama of the Nile, locating towns and cities along its course.</p>	<p>Explain how water is used/harnessed by humans. How does water change the landscape?</p>

<p>Ge2/1.4 Geographical Skills and Fieldwork</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-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</p> <p>Ge2/1.4c 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.</p>	<p>2B Learn the format for and use grid references on local OS map Use Web based mapping tools (for night lights across the world)</p> <p>2B Study of town/city at night Survey of adults' jobs Make sketch map of route taken with any landmarks.</p> <p>3B Enquiry and field work to gather information and data on allotments in Louth.</p> <p>3B Using grid refs and their previous knowledge children to use the maps to locate local allotments. Encourage the children to look at the contour lines, map symbols and geographical features to help them to explain their reasoning. Plot using Google Earth tools.</p>	<p>2B Fieldwork to establish feature of castle location both real and imaginary. Make sketch maps of area and take photographs.</p> <p>3B Locate some of the main cities of the ancient Maya civilisation, such as Uxmal, Chichén Itzá, Tulum, Tikal, Guatemala, and Copán, Honduras, on a map of South America.</p>	<p>2B Draw a bird's eye view of a familiar local landscape, imagining what they would see if they were a peregrine flying overhead. Use a grid to draw their maps and a key to identify human and physical features.</p>	<p>3A Use coordinates to plot the route from the Ancient Citadel to where the Island's alchemists live. Follow the coordinates and use the key to list places of interest and physical features that they will pass.</p> <p>3A Use co-ordinates to plot a route across Alchemy island and describe features.</p> <p>3A Provide a series of six-figure coordinates to help other travellers to follow the route back to the portal. Use a piece of string and the map's scale rule to work out how far they have travelled on Alchemy Island.</p>	<p>2A Use Compass points to describe spread of tsunamis and earthquakes.</p> <p>2B Prepare children for the visit by investigating the area to be visited using Ordnance Survey and satellite maps. Ensure that children can find and identify four-figure grid references. Introduction of 6 figure references to extend.</p> <p>3B Use physical and online maps to plot the route that Darwin took on HMS <i>Beagle</i>. Use Latitude and Longitude focus.</p> <p>3B Use digital conservation maps, websites and books to identify and list animal species that are at risk of extinction. Choose three animals from the list, including one each from the UK, a European region and North or South America.</p>	<p>2B Use a range of geographical source materials to find out about a number of environmental issues linked to the oceans, such as overfishing, oil spills, coastal erosion, tourism and pollution.</p>	<p>How does human activity change the land/seascape?</p>
<p>Trips – Engagement!</p>	<p>2B Trip to Lincoln or Grimsby including nighttime visit</p> <p>3B Visit to an allotment/and supermarket (Louth)</p>	<p>2B Trip to Bolingbroke Castle</p>			<p>River Trent/ Humber Estuary Case study – Somerset Levels Flooding.</p>		