

GEOGRAPHY



at Ashlands Primary School



Intent

Geography makes a major contribution to children's intellectual, social and emotional development. It will equip pupils with the knowledge about diverse places, people, resources and natural and human environments, exploring physical and human themes. We seek to develop children as geographers in a way that reflects our 3 main drivers. Through geography, children are encouraged and developed as considerate citizens, successful communicators and active learners. We also intend for the children to develop an in-depth knowledge of our community and locality developing a strong sense of place being able to communicate knowledgeably about the importance and relevance of geography in their local area. In short, geography matters at Ashlands.

Implementation

Our curriculum is designed to ensure coverage of essential skills, knowledge and vocabulary in an exciting and meaningful way. We will provide the children with a breadth of real-world experiences, and place emphasis on environmental issues linked with geography. By basing our curriculum around questions children leave with a curiosity about the world and their experiences in fieldwork ensures they have the skills with which to answer their questions. Through frequent opportunities for fieldwork, children will also actively deepen understanding in a real world context. Children work in groups of different sizes learning from one another through sharing experiences.

Impact

By the time our students leave us, they will be well equipped with the skills and the knowledge to explore the world around them and have a greater understanding of their planet. Children will see themselves as global citizens who understand their impact and influence on the planet and its processes. The impact of the geography curriculum is analysed through talking to pupils and staff, end of topic assessment and book looks.

GEOGRAPHY SUBJECT OVERVIEW



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

Nursery

Children will begin to
 Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
 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.
 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.



Reception

What do I see?

Children will look at places in our community of importance – Library, Fire station, Post Office, train station, church.
 Create a simple map of our local area and the places that are important to them.

What can I do?

Children will Recognise some environments are different to the one in which we live.
 Understand the need to respect and care for the natural environment and all living things with an understanding of conservation.

Where can I go?

Children will Look at their role in recycling.
 Visit a farm find out about life on a farm and compare this to our lives.
 Think about how the environment is similar and different to where we live.

Understand places are important to the community and why. Take photographs on a local walk. Use Beebots to create maps for the beebots and program their journey.



Look at how animals use their environment to protect themselves, stay safe and find food. Focus on David Attenborough and his work with animals.



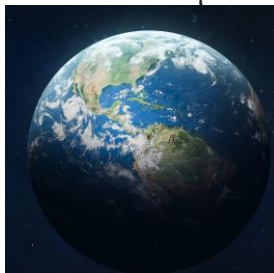
Create passports and 'visit countries around the world.' Compare life in this country to life in other countries. Look at the geographical differences, homes, jobs, children's lives



Year 1

What is it like here?

Children will:
 Locate where they live on an aerial photograph, Recognise features within a local context.
 Create maps using classroom objects before drawing simple maps of the school grounds.
 Follow simple routes around the school grounds and carry out an enquiry as to how their playground can be improved.



What is the weather like in the UK?







Children will:
 Look at the countries and cities that make up the UK.
 Keep a daily weather record.
 Find out more about hot and cold places in the UK.











What is it like in Shanghai?

Children will:
 Use a world map to start recognising continents, oceans and countries outside the UK with a focus on China.
 Identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Compare the human and physical features of Shanghai to features in the local area.
 Make a simple map using data collected through fieldwork.



<p>Year 2</p>	<p>Why is our world wonderful?</p> <p>Children will Learn about the world's wonders. Learn the names and locations of the world's oceans. Consider what is unique about the local area.</p> 	<p>Would you prefer to live in a hot or a cold place?</p> <p>Children will Understand the basic concept of climate zones and mapping out hot and cold places globally. Look at features in the North and South Poles and Kenya. Compare weather and features in the local area. Learn the four compass points. Learn the names and locate the continents of our world.</p> 	<p>What is it like to live by the coast?</p> <p>Children will Name and locate continents and oceans of the world. Revisit countries and cities of the UK and surrounding seas. Learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</p> 
<p>Year 3</p>	<p>Are all settlements the same?</p> <p>Children will: Explore different types of settlements, land use, and the difference between urban and rural. Describe the different human and physical features in their local area. Make land use comparisons with New Delhi.</p> 	<p>Why do people live near volcanoes?</p> <p>Children will: Learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. Study the formation and distribution of mountains, volcanoes and earthquakes. Use Mount Etna to identify how human interaction shapes a volcanic landscape.</p> 	<p>Who lives in Antarctica?</p> <p>Children will: Learn about how latitude and longitude link to climate and the physical and human features of polar regions. Study with links to the explorer, Shackleton.</p> 

<p>Year 4</p>	<p>Why are rainforests important to us? (Autumn 1) Children will: Develop an understanding of biomes, ecosystems and tropics. Map features of the Amazon rainforest and learn about its layers Investigate how communities in Manaus use the Amazon's resources. Discuss the global human impact on the Amazon Carry out fieldwork to compare and contrast two types of forest.</p> 	<p>Where does our food come from? (Spring 1) Children will: Look at the distribution of the world's biomes. Map food imports from around the world. Learning about trading fairly, Focusing on Côte d'Ivoire and cocoa beans. Exploring where the food for the children's school dinners comes from. Write a balanced argument of 'local versus global'.</p> 	<p>What are rivers and how are they used? (Summer 1) Children will: Learn about rivers and their place in the water cycle. Name and locate the world's main rivers. Describe the 3 courses of a river. Identify human and physical features around a river. Understand how rivers are used. Suggest how a river environment might be improved.</p> 
<p>Year 5</p>	<p>What is life like in the Alps? Children will: Consider the climate of mountain ranges and why people choose to visit the Alps. Focus on Innsbruck and looking at the human and physical features that attract tourists Investigate tourism in the local area. Map recreational land use</p>	<p>Why Do Oceans Matter? Children will: Explore the importance of our oceans. Look at how they have changed over time. Focus on the Great Barrier Reef, specifically addressing climate change and pollution.</p>	<p>Would you like to live in the desert? Children will: Investigate hot desert biomes. Learn about the physical features of a desert. Understand how humans interact with this environment.</p>

	<p>Present findings to compare the Alps to their own locality.</p> 		
<p>Year 6</p>	<p>Why does population change?</p> <p>Children will Investigate why certain parts of the world are more populated than others. Explore birth and death rates. Discuss social, economic and environmental push and pull factor. Learn about the population in Britain and its impacts.</p> 	<p>Where does our energy come from?</p> <p>Learn about renewable and non-renewable energy sources. Learn where they come from and their impact on society, the economy and the environment.</p> 	<p>Can I carry out an independent fieldwork enquiry?</p> <p>Children will Develop their own enquiry question. Analyse data. Observe, measure, record and present their own fieldwork study of the local area.</p> 