

Subject Leader : Kevin Saville

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area, with that in other regions in the United Kingdom and in the rest of the world. Children learn how to draw and interpret maps and they develop the skills of research, investigation and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

In school, the teaching of geography gives pupils an understanding of the world around them, its environments, places near and far, and the processes that create and affect them. It is about understanding the complexity of our world and appreciating the diversity of cultures that exists.

Our geographers will consider three main strands:

- Contextual **world knowledge** of locations, places and geographical features.
- **Understanding** of the conditions, processes and interactions that explain features, distribution patterns, and changes over time and space.
- Competence in **geographical enquiry**, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

In geography, pupils will have the opportunity to:

- use **fieldwork** to observe, measure, record and present the human and physical features
- use maps, atlases, globes and digital/computer technologies
- describe physical geography, including: climate zones, biomes, rivers, volcanoes and the water cycle
- describe human geography, including: types of settlement, land use, trade links, and natural resources
- understand geographical similarities and differences
- locate and name many of the world's countries, cities and defined regions
- use geographical vocabulary

How is the content / theme chosen?

The content is chosen to make effective links with key themes and ensure coverage of the expectations as set out in the National Curriculum programmes of study, as well as the EYFS framework. At Normanton Common Primary Academy, we ensure a clear, sequenced progression, which is taught systematically for all pupils to acquire the intended knowledge and skills. The content may be adapted or changed, based upon the needs or interests of specific cohorts.

Key themes run throughout the year through the teaching of geography.

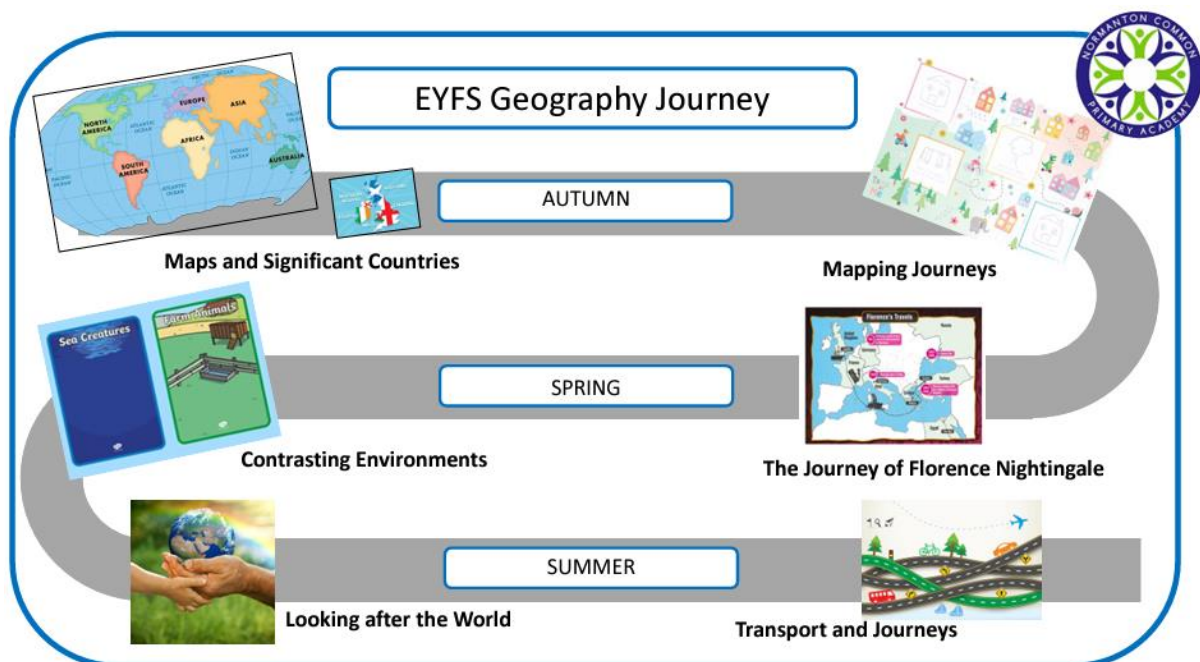
In Key Stage 1 these are *'Human Impact in relation to caring for our World'*, *'Comparing the Physical and Human Features of the places that we study'* and *'Comparing similarities and celebrating differences to our own way of life, to that of people in another country'*.

In Key Stage 2 these are *'Human & Environment Interaction'* (How humans have used/ adapted or modified the environment) and *'How do our actions affect our world and cause harm?'*

How do we ensure progression of knowledge and skills?

At Normanton Common Primary Academy we have in place, for each subject area, a knowledge and skills progression document, which is used for planning, to ensure sequenced and appropriate content for specific year groups. Teachers are clear on the learning and expectations for each year group, as this has been carefully selected and mapped out so that children are building on prior knowledge and skills each term and each year. Within these documents there are opportunities for differentiation, in order to meet the needs of all learners.

Geography Road Map





Y1/2 Geography Journey Cycle A



AUTUMN



School and locality

British Isles and Continent-Europe

North America

British Isle- Focus on London



SPRING

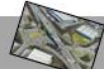


Contrasting Africa and Antarctica

Australasia
British Isle- Focus on England and Scotland Comparison



SUMMER



Human Impact: locality and Wider World - Conservation

Extreme Weather –impact and conservation - South America

Different way of life - Asia
Human Impact: locality and Wider World - Culture



LKS2 Geography Journey Cycle A



AUTUMN



Settlements and rivers including their use

The Water Cycle



SPRING



The UK - Cities, Towns & Villages

The UK - Human & Physical features

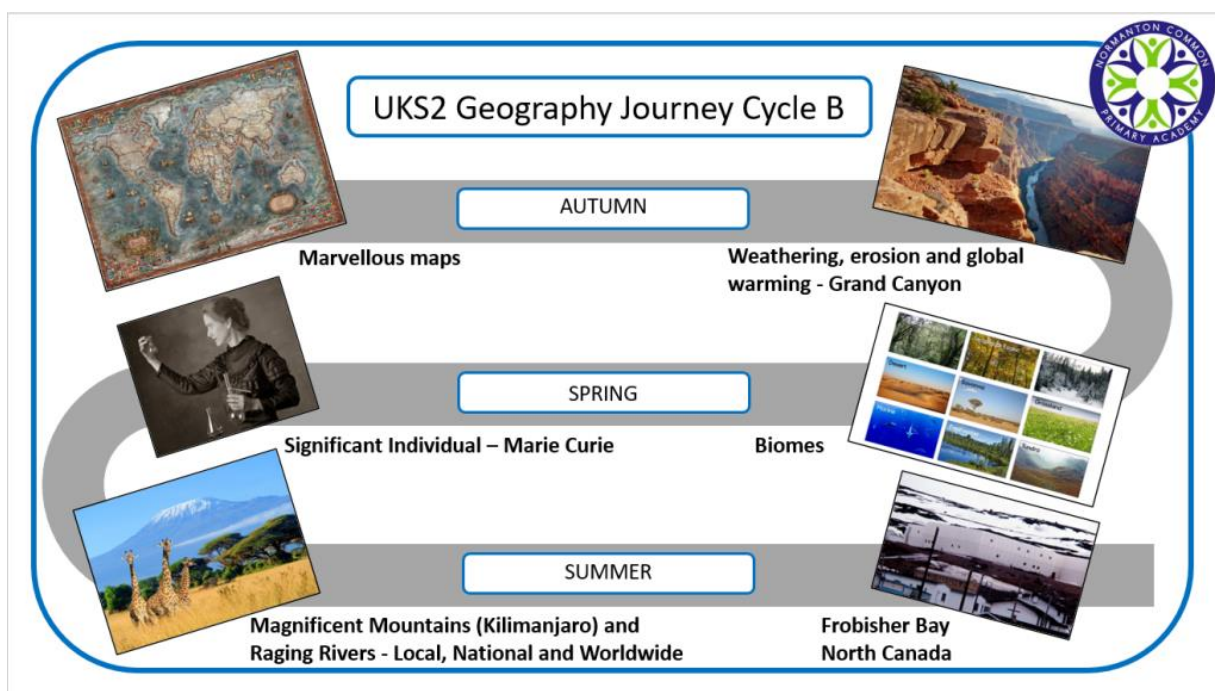
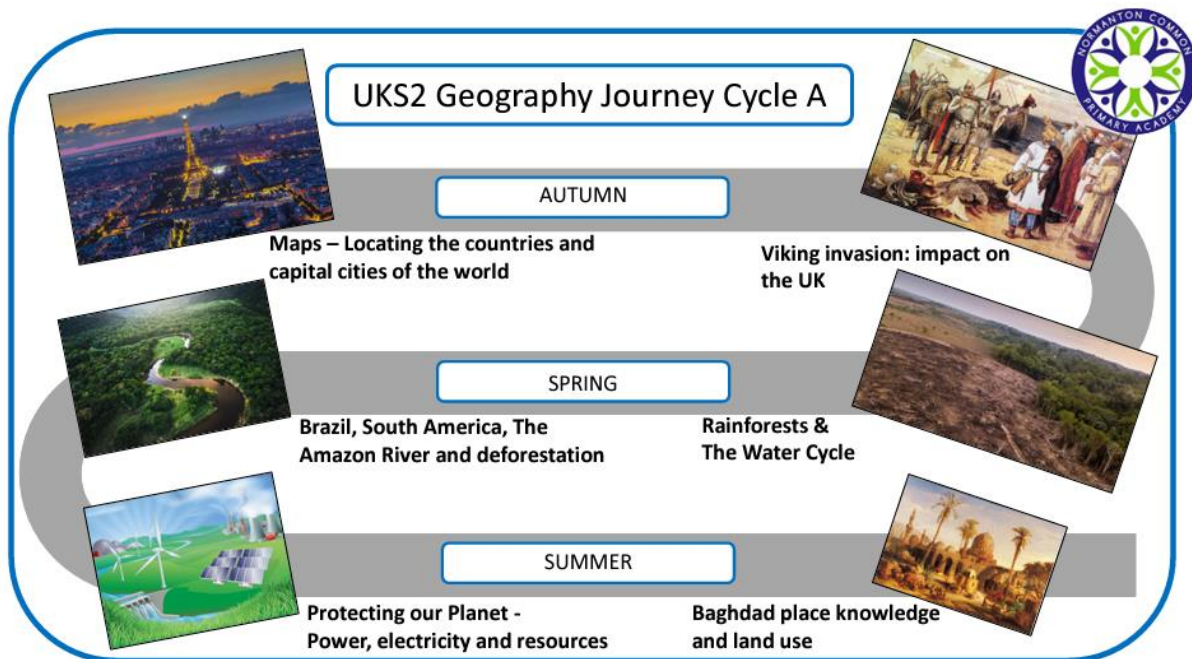


SUMMER



Fieldwork Study of the school building & grounds

Protecting our Planet Conservationist - National Parks



How is the subject taught?

Geography lessons are carefully planned through our themes, so that valuable links can be made across other subjects. A two year, long term rolling programme maps out the coverage of the discrete teaching and learning opportunities for children to develop and embed specific skills. This ensures coverage of the National Curriculum, for geography across Key Stage 1 and 2 and work within and beyond the Early Year's Framework across our Foundation Stage. Within each discrete block of geography teaching, class teachers carefully

plan the specific outcomes for their year group, based upon age appropriate knowledge and skills, as well as the needs of the cohort or individuals within it.

There is a strong focus on developing the geographic vocabulary of our children and retention of this through practical learning opportunities. New vocabulary is taught, with the emphasis on key geographic words and phrases . Although we actively introduce and are ambitious with the language we use, we understand the importance not to over complicate this language with very young children, but ensure underlying principles and meanings of the words are taught and understood.

Children are introduced to and reminded of key vocabulary. Questioning is used to check their understanding and prior knowledge, before new concepts, skills or knowledge are introduced.

Modelling is used by class teachers to clarify expectations, children are then given plentiful opportunities to consolidate, build upon and apply basic skills and knowledge, across a series of lessons, as well as across the year. When children are learning about a subject through a discrete teaching session they are explicitly told that today they are going to be 'geographers'. They are then reminded of the key skills that they will learn, use and develop within this subject.

In geography, these are:

We are learning to:

- 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
- understand geographical similarities and differences
- identify seasonal and daily weather patterns
- use world maps, atlases and globes
- use compass directions
- use locational and directional language
- use aerial photographs and plan perspectives
- use fieldwork and observational skills
- say how a place has changed and how humans or physical factors have contributed to this

As well as the discrete teaching of knowledge in geography lessons, fieldtrips are planned to ensure that children have regular opportunities to embed their knowledge and practise their skills throughout the year. Children regularly engage in practical, 'hands on' learning, visits out, as well as visitors to school, to enhance their experiences further.

Geography permeates throughout our curriculum and is one of our key subject drivers in developing the '**Challenge & Educate**' part of our school curriculum. Through studying a range of people and places, children are taught to challenge stereotypes connected to gender, wealth, disability and cultural background and are educated that differences,

including where you are born or live in the world, should be celebrated and are not a barrier to achievement.

Pupils also have additional opportunities to extend their geographic knowledge and skills through cross-curricular work. Strong links with other subject areas ensure that children have numerous opportunities to apply skills across the curriculum. Opportunities to learn about significant people, including naturalist, mathematicians and explorers are carefully chosen, so that children are continually developing the sense of the importance of geography in the wider world. This learning also strengthens the links between art, history, and PSHE.

Texts relating to geographical knowledge and concepts are used to further underpin this understanding and encourage questions from children. This ensures that elements of the geography curriculum are accessed by children throughout the year.

Teaching Geography in EYFS

Planning and teaching in EYFS is similar to that in Key Stage 1. The children are expected to develop a specific set of skills and knowledge appropriate to their age. This is often beyond the expectations that are set out in the end of year Early Learning Goals, as we prepare our children with the knowledge and skills they will need in geography, ready for year 1.

As well as fieldwork and the discrete teaching of skills and knowledge, children in EYFS are given the opportunity to explore, investigate, question and continually practise and embed their language and learning through the areas of provision set up in the indoor and outdoor learning environments.

Children's personal experiences such as visiting parks, libraries and museums increase their knowledge and sense of the world around them. 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 while enriching and widening their vocabulary.

How do we know that our children are making progress?

Ongoing assessments of the children's knowledge and skills is observed by the class teacher. Misconceptions are addressed and next steps carefully planned. Children's outcomes are compared to the subject specific skills and knowledge documents. At the end of a block of discrete teaching (or term) subject leaders gather an overview of children's outcomes in each subject area. This is used to plan appropriate next steps for their future learning, as well as provide an overview of learning within a subject area across the whole school. End of year assessments are collated for children at the end of EYFS and Key Stage 1.

How do we promote our Curriculum Intent?

Active Learners

- Children develop an interest and curiosity in the world around them.

- Geography teaching motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.
- Our geography curriculum allows our children to find their place in the world! They are shown how to look out at the world and how to respect others.
- Geography gives children a sense of pride and belonging as they get to know their own locality before exploring the wider world.
- They are equipped with the skills and knowledge to ensure they are responsible citizens in their school, local and wider global community.

Active Citizens

- Children will engage with wider, global issues and how these impact on their lives and how they can have an impact.
- Children will learn about many different cultures from around the world. They will compare and contrast local human and physical features in different places and to their own locality.
- Children will learn what life 'looks like' for people across the globe and how different cultures have, and continue to, influence their lives.
- Locally, children will explore their immediate surroundings – developing a sense of belonging
- Through engaging in eco activities, children will feel empowered that they are making a difference both locally and globally.
- Children begin to challenge how we live (in terms of sustainability) and how we can improve this in order to have a positive impact on the world.

Active Communicators

- Children are taught subject specific vocabulary.
- Children ask and answer questions.
- The children use books and stories as a focus to discuss similarities and differences between their culture and that of others.
- Texts relating to the three main geographical concepts under study are planned to ensure progression and ambition between year groups.
- All children will become familiar with the language of place and process but importantly, their vocabulary around wider issues such as global warming, plastic pollution and renewable energies will be commonplace as they look to their future and their place in it.
- Children will read books set in locations across the world which will be linked to their current theme. Authors will be selected for their locational knowledge and experiences.
- Children have the opportunity to participate in regular visits out to places, including exploring their own locality to develop a sense of belonging. Visits around the locality and participating in local events, allow them to question why things are as they are where they live and start to make comparisons with other places.
- **Fieldwork is at the heart of being a geographer** and this is carried out through carefully planned activities for all children in school to participate in. Fieldwork

enables the children to develop a true sense of place. To use their senses to explore and become curious about the world around them, and develop their investigative skills to ask questions about where they live.

What wider opportunities are provided for our children?

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Fieldwork is at the heart of being a geographer and this is carried out through carefully planned activities for all children in school to participate in. Fieldwork enables the children to develop a true sense of place. To use their senses to explore and become curious about the world around them, and develop their investigative skills to ask questions about where they live. Geography gives children a sense of pride and belonging as they get to know their own locality before exploring the wider world.

Educations visits where location and geographical features (physical and human) are discussed (or explicitly taught). These include:

- Haw Hill Park, Normanton
- The Parish Church, Normanton
- Yorkshire Wildlife park, Doncaster
- Filey, Yorkshire Coast
- Skipton Castle, Skipton
- Coal Mining Museum, Wakefield
- Bagshaw Museum, Batley
- Tropical World, Sheffield
- Autilita Arena (Young Voices), Sheffield
- Murton Park, York
- Kingswood, Doncaster/Sheffield
- City of London, London
- Various sporting events throughout West Yorkshire

Knowledge Organizers:

Hot and Cold Places		Term 2 Year 1 #NCPAGeography																
<p>Key Learning</p> <p>To know that maps give information about places</p> <p>To know how to use maps to locate land and sea</p> <p>To know how to use maps to locate the four countries of the UK</p> <p>To know some physical similarities and differences between Australasia and Normanton</p> <p>To know some similarities and differences between life in Australasia and Normanton</p> <p>To know and explain the seasons</p>		<p>Title related to Key Knowledge</p> <p>Maps</p>	<p>Title related to Key Knowledge</p> <p>Australia is in the continent Australia and in the southern hemisphere</p> <p>United Kingdom is in the continent Europe and in the northern hemisphere.</p> <p>Equator – The imaginary line around the middle of the planet. It is halfway between the North Pole and the South Pole.</p> <p>North Pole – The northern most place on earth.</p> <p>South Pole – The southern most place on earth.</p>	<p>Title related to Key Knowledge</p> <p>United Kingdom - There are four countries in the United Kingdom (UK): England, Scotland, Wales, Northern Ireland</p> <p>England is a country.</p> <p>Capital city</p>														
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Fantastic Forests		Spring 1	UKS2	#NCPAGeography	Significant Individual: Isabella Bird - First women to be made a Fellow at the Royal Geographical Society																			
<p>Key Learning</p> <p>To know what a biome is and understand the main biomes across the globe.</p> <p>To know about the physical geography of the main biomes of the world.</p> <p>To identify and describe the main human and physical (rainforest) characteristics of South America</p> <p>To know about humans and their impact upon the rainforest and how this could affect its future.</p> <p>To know that the rainforest is made up of different layers.</p> <p>To know about the human impact on the water cycle.</p>		<p>What are biomes and where are they?</p> <p>Biomes are areas of the planet with similar climates, landscapes, flora and fauna. What lives in each biome depends on: temperature, how dry or wet it is and the soil. The animals in a biome depend on plants for food. The plants in a biome can also depend on the animals to spread pollen and seeds so new plants can</p>	<p>What is the physical geography of the main biomes?</p> <p>Tropical rainforest- near the Equator, hot and wet all year, rich in plants and animals. Forest- cool summers and mild winters, rain throughout the year and deciduous woodland. Grassland- warmer summers and very cold winters, low rainfall and mainly grassland vegetation.</p> <p>Desert- very hot and dry and limited plants and water often in drought. Arid- receive less than 250mm of rain per year. Deserts can be hot or cold.</p> <p>Tundra- the areas that surround the North and South Poles, below freezing for most of the year, ground permanently frozen, light snowfall.</p> <p>Aquatic - the largest biome in the world (salt and freshwater).</p>	<p>Where is South America?</p> <p>South America is a continent. It has 12 countries and the equator runs through the north of the continent. The country Ecuador means equator in Spanish. Most of the continent is in the southern hemisphere.</p> <p>Northern Brazil is dominated by the Amazon River and the jungles that surround it. The Amazon is not one river but hundreds of waterways. Its total length stretches 6,840km. Thousands of species live in the river, which experiences flooding twice a year and the amazon rainforest.</p>																				
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Key Learning

- To know the location and names of countries in South America.
- To know the journey of a river
- To know how places can differ – Brazil and the UK
- To know what deforestation is.
- To know that humans have affected an environment.
- To know how humans have affected their environment.

Key Vocabulary

Biome	areas of the planet with a similar climate and landscape, where similar animals and plants live
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What are the main countries in South America?

South America is home to nearly 400 million people living in twelve main countries. The seven major countries are Brazil, Colombia, Argentina, Peru, Venezuela, Chile and Ecuador. South America is mostly in the southern hemisphere and is shaped like a triangle. The Pacific Ocean lies to the west, the Atlantic Ocean is in the east, and the Caribbean Sea lies to the north.



Where does the Amazon River flow?

The Amazon River, the greatest river of South America and named after a Greek myth, is at least 4000 miles in length and almost 100 miles wide at its widest point. The source of the Amazon River is the north slope of Mount Mismi in southern Peru and it currently flows into the Atlantic Ocean. The River releases around 200,000 liters of freshwater into the ocean every second. This is nearly 20% of all river water that enters the sea. Like the Nile, the lowland areas around the river flood annually which enriches the soil. The Amazon River has over 400 dams but has no bridges.



How does South America Compare to the UK?

The UK is in Europe, in the northern hemisphere, whilst Brazil is in South America and lies mostly in the southern hemisphere. Due to its position over the Equator, most parts of Brazil are much warmer than the UK. The UK has a temperate climate, whilst many parts of Brazil do not have clear seasons. Brazil is much larger than the UK – 8.51 million sq. km compared to 243,610sq km. More people live in Brazil, 216 million people compared to 68 million in the UK. However, Brasilia has a smaller population than London: 2.8 million people compared to 9 million. Brazil is situated on its continent, whereas the United Kingdom is an island country.

What is deforestation?

Deforestation or forest clearance is the removal of a forest or stand of trees from land that is then converted to non-forest use. Deforestation can involve conversion of forest land to farms, ranches, or urban use. The most concentrated deforestation occurs in tropical rainforests particularly around the Amazon rainforest. Brazil has the highest deforestation rate in the world.



What have humans done to the rainforest environment?

Cutting down the rainforest through deforestation leads to habitat loss for millions of species, including endangered animals like the jaguar and giant otter. Deforestation also contributes to greenhouse gas emissions which are a major cause of climate change. Deforestation can lead to erosion. The land can get worn away because the trees are not there to hold the soil together. Much of the rainforests have been cut down to grow palm oil and to provide land for cattle to graze. Many people living in the Amazon basin rely on cutting down trees so they can trade and feed their families.

How does human impact on the rainforest affect me?

Humans impact the physical environment in many ways: overpopulation, pollution, burning fossil fuels, and deforestation. Changes like these have triggered climate change, soil erosion, poor air quality, and undrinkable water. These negative impacts can affect human behavior and can prompt mass migrations or battles over clean water. We are currently experiencing extreme weather conditions in the UK which can directly be linked to the clearing of rainforests in the Amazon basin. These weather conditions are causing flooding, drought and wild fires. Peoples lives are directly being affected by events in South America.