

Christian Vision and Values

‘Through God’s love we learn and flourish together’ Corinthians 16:14

Thankfulness Perseverance Compassion Trust Courage Respect

Curriculum Drivers in Geography

World Aware - Pupils will be given opportunities to experience a range of opportunities to help them understand the world they live in. We aim to deepen interest and knowledge of pupils’ locality and how this differs from other areas of the world. Each year, children revisit and develop understanding of the wider world with an aim to deepen understanding about the diverse people and places within our world. Children are encouraged to reflect on issues impacting the wider world and how this relates to their own lives and locality.

Belonging - Alongside a clear and carefully planned development of core geographical knowledge, our Geography curriculum also aims to support students in developing a strong sense of place. Children have regular opportunities to explore and learn more about their own locality, whether in school or in the local area. They are given opportunities to reflect on their identity, sense of belonging and their place within our own communities, as well as the wider world.

Well-being – Our Geography curriculum has a variety of opportunities for enquiry, practical investigation and fieldwork. At Aylburton and English Bicknor C of E schools, we recognise how taking an active role in Geography learning and how engaging with our local communities can support our students’ well-being. Geography lessons are a time to engage with questions and queries about the world around us and to better understand our relationship with the physical world.

Spirituality - At Aylburton and English Bicknor C of E schools, we understand the importance of developing in children that sense of awe and wonder, of providing opportunities for children to learn more about and to reflect on their spiritual and moral development. Our Geography curriculum is integral to this. By exposing children to some of the many wonderful and amazing people and places that exist both locally and further afield and by encouraging them to ask and engage with ‘big questions’ around global affairs and environmental issues, we aim to nurture in our students a curiosity and fascination with the world that will stay with them throughout their lives.

Possibilities – Our Geography curriculum here at Aylburton and English Bicknor C of E schools, aims to introduce children to a wide-range of places, cultures and people and to open our students’ eyes to all the possibilities that are out there in the wider world: possibilities of travel, possibilities of fieldwork and

exploration, possibilities of understanding world affairs, possibilities of appreciating other cultures, possibilities of making a positive change both in our local communities and to broader global issues.

What we teach and why: Intent

Through using the Kapow Primary's Geography scheme as the basis for our planning, our Geography curriculum has a clear progression of skills and knowledge within the aforementioned four strands across each year group. Our Progression of skills and knowledge document shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. We aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a 'geographer'. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.

Our Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

How it's taught: Implementation

At Aylburton and English Bicknor C of E Primary Schools, our Geography curriculum is centred around the four key strands of The National curriculum for Geography:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldworks

The Geography scheme has a clear progression of skills and knowledge within these four strands across each year group from EYFS to Y6. Our Progression of skills and knowledge shows the small steps skills taught and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts.

The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

Learning in the **EYFS** provides a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters statements and Early Learning Goals. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with class themes or topics. Within our EYFS, children are encouraged to explore and understand the world through engaging with their immediate environment. Through observation, discussion, stories, maps, the outdoor environment and exploratory play, students will learn how to describe the world around them and understand the lives of people in our community and further afield. Throughout the year, children look at seasonal changes and changes in the natural world and begin to learn about some of the similarities and differences between different places they have been introduced to through texts read in class.

Students in **Key Stage 1** complete a question-based Geography unit each 'long' term in KS1, with a high-emphasis placed on securing a strong sense of time and place at this age. Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. As much as possible, our Geography sessions in KS1 are visual and practical and work towards equipping children with a good understanding of our locality and a strong understanding of key basic geographical vocabulary.

At **Key Stage 2**, students continue to actively participate in increasingly complex enquiry-based geography learning. Again, these units usually span each 'long' term, although opportunities for incidental geography learning and 'simmering skill' activities are used by teachers in between units of work. Geography lessons in KS2 also incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Our progressive, spiral Geography curriculum allows for children in KS2 to revisit key vocabulary and knowledge and build upon this year by year.

Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Kapow Primary units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats. Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

A 'can do' attitude is adopted by both staff and students in Geography sessions and the belief is that everyone can achieve and succeed in Geography, especially fieldwork. Children are encouraged to persevere and learn from mistakes. Our Geography curriculum at Aylburton and English Bicknor C of E Schools is designed to be a positive and inclusive experience for every student within our community. All children are given opportunities to explore and investigate key enquiry questions and our teachers provide the time, resources and support for students to develop a curiosity for the world around them. Differentiated guidance through the Kapow scheme is available for every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. Staff also have access to CPD and supporting subject knowledge videos to enable them to confidently support a range of learners when teaching various areas of Geography.

Formative assessment is a key part of Geography lessons at Aylburton and English Bicknor C of E Schools and teachers observe, listen to and question their students to check understanding and to move learning forward. Teachers record end of unit judgements for Geography on our school tracking system.

Within the curriculum, children have regular opportunities to complete fieldwork and to engage with local geography. Staff advocate students pursuing this outside of the curriculum too, encouraging them to take advantage of the interesting and diverse Geography that the Forest of Dean has to offer. In addition to geography lessons, there are opportunities throughout the year for our children to celebrate Geography and to engage with global and environmental issues. In recent years, these opportunities have included events such as Organised Litter Picks, Traffic monitoring with local PCSOs and assemblies based around local, national and international affairs, as well as visitor assemblies from charities such as the 'Shoebox appeal'. Throughout the year, the school organises opportunities for children to learn more about Geography through day excursions and residential trips. In the past, this has included visits to Lydney Park Estate, Viney Hill Christian Activity Centre, Gloucester Waterways Museum and Raglan Farm Park. At the end of Key Stage 2, students also have the opportunity to patriate in a residential visit to France, where the children are able to explore and experience the history, geography and culture of a different country first-hand.

We block our teaching of Geography to timetable 3 terms of the subject in alternate terms, which meets the needs of our mixed-aged small school setting.

What we see as a result: Impact

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact of our scheme of work can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz which is used at the end of the unit to assess children's understanding and monitor progress. Opportunities for children to present their findings using their geographical skills also forms part of the assessment process in each unit.

Using our scheme of work, pupils leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We aim to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

Our scheme of work enables children to:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Include a paragraph that explains your assessment models (AfL), tracking and evidencing progress processes in Geography.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

We track and monitor progress in Geography using our Insight tracking platform.

	EYFS	Yr1&2	Yr3&4	Yr5&6
<u>Locational Knowledge</u>				
<i>Knowledge</i>	To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house).	To be able to name the seven continents of the world. To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean. To be able to name the five oceans of the world. To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.	To know where the North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know that biomes are areas of world with similar climates, vegetation and animals. To know the world's biomes. To know vegetation belts are areas of the world which are home to similar plant species. To know the name of some countries in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the country that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know that main types of land use. To know some types of settlement.	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland). To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK. To know the Prime/ Greenwich Meridian is a line of longitude which goes through 0 and determines the start of the world's time zones.

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			To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting out globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	
<i>Skills</i>	Identifying land and water on a simple map or globe. Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Identifying differences between lie in this country and other countries.	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city.	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied on a map. Locating key physical features in in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map.

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		Locating the surrounding seas and oceans of the UK on a map of this area. Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.	Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns. Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of countries, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.	Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Identifying the location of the Prime/ Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.
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Place Knowledge

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<i>Knowledge</i>	To know that places within this country can differ from each other. To know that there are differences between places in this country and places in other countries.	To know that life elsewhere in the world is often different to theirs. To know that life elsewhere in the world often has similarities to theirs. To know some similarities and differences between their local area and a contrasting non-European country.	To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes.	To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.
<i>Skills</i>	To communicate what they see, hear and feel whilst outside. Discussing how environments in stories and images are different to the environment they live in.	Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country. Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.

Human and Physical Geography

<i>Knowledge</i>	To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions.	To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year which are marked by the weather conditions.	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a	To know vegetation belts are areas of the world that are home to similar plant species. To name and describe some of the world's vegetation belts. To know why the ocean is important. To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements.
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	To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old) To know that physical features means any feature of an area that is on the Earth naturally To know that coasts (and other physical features) change over time. To know some key physical features of the UK. To know that human features means any feature of an area that was made or built by humans. To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK.	biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know the world's biomes. To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones. To know that climates can influence the foods able to grow. To know the main types of land use. To know the different types of settlement. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.	To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment.
<i>Skills</i>	Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context.	Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context.	Mapping and labelling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change.

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	Making observations about the features of places (in stories, photographs or in the school grounds/local area). Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	Making observations about the features of places (in stories, photographs or in the school grounds/local area). Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles Recognising some physical features in their locality. Describing the key physical features of a coast using subject specific vocabulary. Recognising some human features in their locality. Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary	Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples.	Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.
	<u>Geographical Skills and Fieldwork</u>			
Knowledge		To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).	To understand that a scale shows how much smaller a map is compared to real life. To recognise world maps as a flattened globe.	To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.

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		To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe. To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that an interview can be a way to find out people's views about their area. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.	To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know that grid references help us locate a particular square on a map. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation) To know an enquiry-based question has an open-ended answer found by research. To know how to use various simple sampling techniques. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know a Likert scale is used to record people's feelings and attitudes. To know that qualitative data involves opinions, thoughts and feelings and is often subjective. To know what a bar chart, pictogram and table are and when to use which one best to represent data.	To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. To know that a pie chart can represent a fraction or percentage of a whole set of data. To know a line graph can represent variables over time. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.
<i>Skills</i>	Ask questions about the world around them.	Asking and answering simple questions about data.	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions.

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Geography Curriculum

	Make observations on the features they see in their school and school grounds. Draw some of the features they notice in their school and school grounds in correct relation to each other on a simple map. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents (Europe and Asia). Using an atlas to locate the Atlantic Ocean and Pacific Ocean. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route. Recognising local landmarks on aerial photographs.	Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one-step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data. Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs. Beginning to use maps at more than one scale.	Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables. Confidently using and understanding maps at more than one scale.
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