



The Geography Curriculum at Sheepscombe Primary School

The Sheepscombe School Community believes that:

A high quality geography curriculum inspires pupils to develop a curiosity and fascination about the world and its people. Geography at Sheepscombe is about setting the foundations for the children's understanding in our local place and then making sense of those connections to a wider world of intrigue and complexity. Sheepscombe school is located within a truly inspiring local natural environment, nestled within a steep upper valley of the Cotswolds, surrounded by woodlands, flower-rich grasslands and a tumbling stream that once fed the water-powered wool mills that first attracted a small village population to be settled. The significance of the School within the village is key and it is these links to people that binds and deepens the understanding for the interaction between the physical and the human processes. Children at Sheepscombe are inspired to learn more about the dynamic world around them and how the context between local and global, social and natural are played and changed over time. As geographers, we want children to understand and appreciate the connections with other subjects past and present. We believe that our children need to connect with other countries and cultures as well as their own, that this must be sustained over time, so as to develop their understanding of the world. We bring Geography alive by using local photographers and other professionals who work overseas and within the UK to make presentations to children about their work and travels. We intend that our children are able to make a practical contribution to our local area and wider world, developing a sense of their importance by taking increasing responsibility for making sound and evidence based ecological choices and by encouraging others to do the same. We believe that our children must feel connected to the planet, know about its characteristics, both human and physical and feel passionate about sustaining it for the future.

National Curriculum – Aims

The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ; understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time; are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

National Curriculum – Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Early Years Foundation Stage

Geography in EYFS is included in the specific area 'Understanding the World' (subdivided into The Natural World; People Culture and Communities and Past and Present) where children are guided 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. We foster children's understanding of our culturally, socially, technologically and ecologically diverse world. We do this through the experiences we provide and through stories, non fiction, poetry, observation , comparisons with contrasting environments and via map making. We make links across subject areas and encourage children to ask questions. Through our work in nature we explore the natural world around us, making observations and drawing pictures of animals and plants. We learn about some important processes and changes in the natural world around us, including the seasons and changing states of matter. We join in with whole school initiatives and projects that teach us more about the world we live in. We also learn about our responsibilities to the environment as future ambassadors for the world

In EYFS and KS1 all children will:develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational and environmental awareness. They will be inspired to develop a passion for geography which enables them to recognise their contribution their locality and begin to understand their place and importance in the wider world. Children will begin to record and share their ideas.

In Key Stage 2 all children will: develop an extensive base of Geographical knowledge, including an extensive geographical vocabulary. Develop the ability to think, explore, debate, hypothesise and evaluate geographically about both physical and human geography. Communicate geographical knowledge and findings verbally and in other range of styles appropriate to a range of audiences. The ability to undertake practical work in a variety of contexts, including fieldwork. Have a passion for geography which enables pupils to recognise their contribution to, and responsibilities for, their locality, their country and the global community. Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America and the wider world. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Have a clear understanding of their own responsibilities in an ever changing world.

Merlin Class				Kestrel Class		Eagle Class	
Little Lambs	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Finding out, describing and asking questions To begin to talk about the place where they live To notice and explore the natural environment around	Finding out, describing and asking questions Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.	Skills and Fieldwork Use simple directions (Up. Down, left, right) and locational and directional language [i.e. near and far; left and right], to	Skills and Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Skills and Fieldwork Compare maps with aerial photographs and recognise places of maps on different scales Demonstrate an understanding of the difference between	Skills and Fieldwork Follow a short route on an OS map and describe the features on an OS map Evaluate the usefulness of photos and recordings

them such as variety in plants, animals and found objects. To explore how things work To show care for living things and the environment. Looking and thinking carefully To look closely at similarities, differences, patterns and change. Begin to express their opinions on natural and built environment To begin to talk about past and present events in their own lives and in the lives of family members. To begin to know about similarities and differences between themselves and others, and among families, communities and traditions. To know what’s the same and what’s different To begin to know about similarities and differences in relation to places, objects, materials and living things. Begin to talk about the features of different environments Recognise some similarities and differences between life in this country and life in other countries	To talk about some of the things they have observed, such as plants, animals, natural and found objects. Have an awareness of features of the environments in the setting and immediate local area Develop an understanding of growth, decay and changes over time. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter Show care and concern for living things and the environment. Express their opinions on natural and built environment Understand the effect of changing seasons on the natural world around them Place knowledge Name and locate different parts of the local community. Name and locate some places in the UK and wider world Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps Looking and thinking carefully Recognise some environments that are different from the one in which they live To talk about past and present events in their own lives and in the lives of family members. . Explore the natural world around them, making observations and drawing pictures of animals and plants To know what’s the same and what’s different Know that there are different countries in the world and talk about the differences they have experienced or seen in photos..	describe the location of features and routes on a map Use aerial photographs to recognise basic human and physical features Devise a simple picture map and use photos and videos to record what they have seen Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Use simple fieldwork and observational skills to study the geography of their school and its grounds Identify key human and physical features of the school’s surrounding environment Locational Knowledge Name, locate and identify characteristics of capital cities of the United Kingdom Develop knowledge about the world, the United Kingdom and their locality using terms such as weather, beach, season, hot, cold Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map Know that symbols mean something on maps. Use class agreed symbols to make a simple key Use aerial photographs and to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational enquiry to study the geography of their environment Locational Knowledge Name and locate the world’s seven continents and five oceans Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas Human and Physical Geography Describe the location of the Equator and the North and South Poles Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Compare the local area with a non-European country. eg. Australia	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 Use co-ordinates to read maps Recognise some Ordnance Survey symbols on maps. Locational Knowledge 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) Locate countries in North and South America concentration on their human and physical features Human and Physical Geography 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	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world Use Ordnance Survey maps, recognise symbols and read coordinates Locational Knowledge Locate the world’s countries, using maps to focus on Europe and contrast with a region in the UK Locate countries and cities within the UK and identify human and physical characteristics Human and Physical Geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	Ordnance Survey and other maps and when it is most appropriate to use each. Use 8 compass points and 4 figure grid references Use maps, atlases and globes to find features of places, and draw maps based on own data Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Locational Knowledge Locate major countries and cities in Europe and ask geographical questions Identify the position of the Tropics of Cancer and Capricorn, Arctic and Antarctic circle Human and Physical Geography Describe aspects of human geography, including trade links Describe and understand key features of rivers, volcanoes, earthquakes and the water cycle	Design own census, pilot and evaluate it Use 8 points of a compass and 6 figure grid references Recognise an increasing range of Ordnance Survey symbols on maps and locate features Identify the position of the Prime/Greenwich Meridian and identify the position of time zones Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Locational Knowledge Locate places on a world map and use atlases to identify mountain regions and weather patterns Human and Physical Geography Describe aspects of human geography including energy, food, minerals and water Understand the geographical similarities and differences through a study of human and physical geography of a region in the UK and a region in North America