

Geography at Perton First School



INTENT

To stimulate pupils' interest and to help them foster a sense of wonder in the world around them whilst developing an informed concern for the quality of the environment.

To help pupils acquire a wide range of geographical knowledge and skills to enable them to understand the relationship between Earth and its people.

To help pupils understand that the character of places derives from the interaction of people and environment, by increasing their knowledge about the location of the physical and human features of the Earth and the processes, systems and interrelations that create and influence them

To develop pupils' knowledge of the location of different places including their physical and human characteristics and how these provide context for understanding their geography.

To enable children to understand how the Earth's features are shaped, and change over time.

To help pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they change over time

To develop the geographical skills needed to collect and analyse information gathered through first hand experiences of the environment and to carry out geographical enquiries.

To enable pupils to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and recording.

To use geography to develop pupils' thinking skills, skills in literacy, numeracy and ICT and to promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

IMPLEMENTATION

Geography in this school will be underpinned by the study of real places and discovering how the people living there are influenced by and affect the environment of those places

We will develop pupils' knowledge and geographical understanding by first immersing them in the area where they live and then by gradually widening their horizons and increasing their awareness of their town, their region, their nation, other lands and continents.

Teaching and learning will use exciting first-hand experiences, imaginative resources, outdoor-based learning and ICT to build pupils' with knowledge about different places, peoples, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We use the National Curriculum as the basis for our planning in Geography. The NC programme of study will be adapted to suit our local context and make them relevant for the children. The scheme of work is designed so that pupils are increasingly challenged as they move through the school.

In this school fieldwork and first-hand experience will be fundamental to the teaching and learning of geography and where appropriate, all pupils will be given the opportunity to go out into the local and wider environment to research and discover the world in which they live.

Research projects in geography will be linked to other core and foundation subjects, particularly history, RE, art and science and meaningful connections will be made as pupils increase their knowledge, skills and understanding of the world.

Assessment will be based on key skills and essential knowledge and understanding within the Geography NC programme of study. A portfolio of work from Y1 to Y4 will build up to show examples of the range of work done and evidence of progression.

IMPACT

Geography will engage and inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will increase their knowledge and understanding of the world and it will be used to promote excellence and enjoyment. It will be linked with other subjects and it will have a strong presence in the ethos of the school through art, displays, performances, music, drama and assemblies. We will make the world our classroom to enrich the lives of our pupils. This policy should read in conjunction with other key policies including, keeping children safe, school visits, citizenship, cultural diversity, race and equality, gender and SEND.

I am a Geographic Genius!



Vision and Values

I have happy memories of Geography.

I enjoy understanding and learning about our world.

I feel safe to contribute ideas in geography.

I feel valued in Geography.

I demonstrate British Values in Geography.



Head

I know how to locate countries around the world.

I understand the water cycle.

I am able to interpret maps and identify locations.

I can identify different climate zones.

I can locate cities around the worlds.

I know how to use co-ordinates on a map.



Hand

I can use symbols and keys on a map.

I can use atlases and digital maps.

I can make comparisons between countries.

I can find the human and physical features of different countries.

Heart

I am proud that I took part in a residential visit.

I am passionate about learning about the local and wider world we live in.

I care about issues affecting our planet.

Geography - Units of Work



Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Little Chicks: Getting to Know You Little Owls: This is Me!	Family Tree What happened to the leaves on the trees?	Unit 1 What is it like where we live?	Unit 1 What's the point of maps?	Unit 1 Where on Earth are we?	Unit 1 Can you come on a Great American road trip?
Little Chicks: What a Wonderful World Little Owls: Down at the bottom of the garden	All Things Bright and Beautiful What is a map?	Unit 2 What are seasons?	Unit 2 What are the seven wonders of the world?	Unit 2 Why is climate important?	Unit 2 How does the Earth Shake, Rattle and Roll?
Little Chicks: Water Water Everywhere! Little Owls: Splish Splash!	Down in the Ocean Where is the treasure?	Unit 3 Where does our food come from?	Unit 3 What's it like on the other side of the world?	Unit 3 What's it like in the Amazon?	Unit 3 How does the water go round and round?

Understanding the World



Year Group	Milestones (Children at the expected level of development will)	Content
Nursery 0 Little Chicks	Explore sensory materials. Delight in the changing seasons.	<p>The children at our school have a wealth of experiences relating to the natural world, people, culture and communities and past and present.</p> <p>We enjoy celebrating festivals from around the world! We include festivals celebrated by our current cohorts. We look at things from the past in adult-led activities.</p> <p>Our outdoor spaces are well used. We work with the seasons to learn about weather and change. We stop to look at heavy rain, a rainbow or the first frost. We freeze trays and objects outside in the winter to explore melting the next day. We make collections of objects in autumn to explore and discuss growth and change. We plant bulbs and seeds and watch them grow. We hatch eggs and have visits from animals and their owners to learn how to care for living things.</p> <p>In our Discovery Zone, we have a range of STEM activities for the children to become absorbed in. They explore materials finding out which are useful for specific jobs and how they can be changed. We have lots of technology toys such as robots and remote control toys for the children to explore. They have challenges to build bridges or to build a tower as high as themselves. We encourage collaborative learning and sustained shared thinking in these challenges.</p>
Nursery 1 Little Chicks	Explore a wide range of materials and sensory play trays. Show an interest in rain, puddles, flowers, pebbles etc. Notice difference between people and celebrate.	
Nursery 2 Little Owls	Know that there are different places in the world. Develop positive attitudes to differences between people. Understand about different careers that are available to all people. Talk about different materials and what happens when their properties change. Explore nature and what happens through	
Reception ELG	<p>Past and Present:</p> <p>Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>People, Culture and Communities:</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World:</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	



KS1						
Year 1						
Sequence of knowledge and skills						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Big Finish
Unit 1 What is it like where we live?	WALT: identify the 4 countries of the UK. Map reading skills Using maps and world atlases Understanding geographical similarities and differences	WALT: Identify England Draw maps / plans: Identify coastline; shops; houses Identify the capital city	WALT: Identify Wales Identify key physical features; mountains; cliffs Identify Capital City Understanding geographical similarities and differences	WALT: Identify Scotland Identify key physical features; mountains; farm; harbours Identify capital city	WALT: Identify Northern Ireland Identify key physical features; Seas Identify capital city Introduce directional language	Using the locational information and the characteristics of the 4 countries within the UK . Take part in dances from each country of the United Kingdom
Unit 2 What are seasons?	WALT: Identify Seasons Identifying characteristics of weather based on season Recognising the Uk weather patterns Ordering the seasons	WALT: understand weather in different seasons. Recognising the pattern of weather in relation to the season. Using observational skills to study weather at school	WALT: understand weather in different seasons. Reviewing weather in relation to the current season. Using observational skills to study physical features	WALT: Identify hot and cold areas of the world in relation to the equator Identifying countries using a map. Early use of locational and directional language	WALT: identify differences in weather (in relation to the North and South Pole and the UK) Comparing similarities and differences from the equator Early use of locational and directional language	WALT: identify characteristics of the 4 seasons. Create a painting inspired by seasonal changes Using their previous knowledge and observational skills to identify the change over time
Unit 3 Where does our food come from?	WALT: Identify where the sea and the coastline is. Identifying borders of joining continents	WALT: Locate continents on a map (understanding where our fruits from Sainsbury's come from) Interpreting a map using a birds-eye-view Recognising the 7 continents	WALT: Name and locate the 7 continents Interpreting a map Identifying where the coastline and land is.	WALT: name and locate the 5 oceans Interpreting a map Applying basic locational and directional language	WALT: Identify hot and cold countries (Understand why we cannot grow bananas in the UK.) Compare the weather in the UK to hotter countries	WALT: Locate where the food we eat came from. Take part in a Great British Picnic Using their previous knowledge and understanding of where each of the foods they eat originated from.

KS1						
Year 2						
Sequence of knowledge and skills						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Big Finish
Unit 1 What's the point of maps?	WALT: interpret and use a map. Using map of school to identify locations and human and physical features Observational skills	WALT: recognise and use simple compass directions Identify North, East, South, West	WALT: identify physical features on a map. Identifying a map of Perton to identify key features and the surrounding environment	WALT: identify key human features on a map Identifying a map of Perton to identify key features and the surrounding environment	WALT: design a map from Perton to the woods. Recognising key physical and human features to plan the route Using locational knowledge and field works skills (North, South, East, West)	WALT: To follow and use a map to get to Bluebell woods Using their locational and place knowledge to find their way to the woods.
Unit 2 What are the seven wonders of the world?	WALT: know the seven wonders of the world Discover the Taj Mahal, India Machu Picchu, Peru Comparing to our human features	WALT: know the seven wonders of the world Discover the Colosseum, Italy Using locational knowledge of countries in the world	WALT: know the seven wonders of the world Discover the Great Wall of China	WALT: know the seven wonders of the world Discover Chichen Itza, Mexico	WALT: know the seven wonders of the world Discover Christ the Redeemer, Brazil Petra, Jordan	WALT: know the seven wonders of the world Construct a model of one of the 7 wonders of the world for a class exhibition of wonders.
Unit 3 What's it like on the other side of the world?	WALT: identify the 5 oceans of the world. Locational knowledge Understanding the colour of land and sea on a map.	WALT: use a key on a map Able to read a map Using simple compass directions Identify different areas on a map, i.e. Sea, land, mountain, cliff,	WALT: understand the characteristics of a Non-European country Understand where Australian Landmarks are. Able to read and understand a map and it's features	WALT: compare the Australian climate with the UK Understands seasons and has observed the changes and can use these to compare with a different country.	WALT: Identify physical features on a map. Identify where the animals of Australia live. Understand the areas which are hot and cold compared to the equator	WALT: use locational and physical knowledge Create an Australian animal in chosen media.

KS2						
Year 3						
Sequence of knowledge and skills						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Big Finish
Unit 1 Where on Earth are we?	WALT: use longitude and latitude Locate the world's countries using maps using latitude and longitude— Locate the UK on a world map Using 8 points on the compass	WALT: locate and name local cities (around Wolverhampton) Map reading Recognising location by physical and human features Using basic geographical vocabulary	WALT: Identify geographical features in the local area. Recognise and use a simple key. Identify the different terrain on the map, identifying water and land	WALT: determine the land use and economic activity of our local area Identifying key physical and human features for purpose Beginning to understand trade links in the local area	WALT: understand trade links around the world Enhance human geography knowledge of land use and trade links Map reading skills	WALT: apply our map reading skills Invent a locational map quiz or game Using all prior knowledge to create the above
Unit 2 Why is climate important?	WALT: Understand climate zones Use of latitude and longitude on a map of the world Using knowledge of hot and cold areas	WALT: Understand the importance of climate on the world Understanding the significance of hemispheres and artic/Antarctic circles and how it has changed over time	WALT: identify the vegetation belt that we live in Identifying physical features place knowledge Economic activity	WALT: compare the climate of Egypt to England Using locational knowledge Understanding of the position on Earth relating to the Equator	WALT: understand the weather patterns based on climate Using climate zone knowledge to make rain catcher to observe and understand the amount of rainfall at school compared to Cairo	WALT: Produce a Climate report Using prior knowledge of this unit to create a climate report
Unit 3 What's it like in the Amazon?	WALT: identify the biomes of the Amazon Using digital/ computer mapping to describe features studied	WALT: compare our local area to the Amazon. What natural resources does the Amazon use? Physical geography	WALT: Understand geographical features of the Amazon discover the types of settlement in the Amazon Understanding of locational knowledge	WALT: show place knowledge using an 8 point compass Compare the similarities and differences of the Amazon to Perton	WALT: understand the effect the human impact is having on the physical features of the Amazon Location/ human and physical features	WALT: apply our environmental knowledge. Produce a poster against de-forestation Using knowledge of this unit and prior to create the above.



KS2						
Year 4						
Sequence of knowledge and skills						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Big Finish
Unit 1 Can you come on a Great American road trip?	WALT: use understand longitude and latitude Discover where is North America? Identify Major cities within these countries	WALT: identify major cities Where is South America? Using latitude and longitude to identify the position	WALT: identify a region city and state Discover the state of California Developing knowledge of human and physical Developing vocabulary and understanding of 'region' 'city' 'state'	WALT: identify physical and human features (of The City of Rio) Understanding the physical and human characteristics of the country and city	WALT: Understand geographical differences and similarities between North America, Europe, and the UK Research what America, Europe and the UK have in common Enhance knowledge of trade links and economical activity	WALT: Use knowledge and geographical skills to create a rap or song Create an All American Poem/song/Rap
Unit 2 How does the Earth Shake, Rattle and Roll?	WALT: identify where volcanoes are located Discover if there is a Volcano in Perton Locational knowledge and understanding a map	WALT: identify the physical features of a volcano Understand what is a Volcano made of Physical Geography Understanding of place knowledge and key vocabulary	WALT: recognise topographical features of an earthquake Fieldwork knowledge Understanding of place knowledge and key vocabulary	WALT: recognise that physical features vary in volcanoes Discover if all Volcanoes erupt Locational knowledge of a volcano Physical features and the variation in dormant and live volcanoes	WALT: understand the effects an Earthquake can have Reading a world map Understanding how countries were formed Looking at similarities and differences of old maps of the world and current	WALT: create a volcano. Make a real life 'erupting' volcano Use climate knowledge and locational knowledge and related vocabulary
Unit 3 How does the water go round and round?	WALT: identify physical features of a river. Understanding what a river is. understand what impact the river has on the surrounding and wider areas	WALT: understand where water originates from Use topographical features Weather patterns	WALT: Identify the name for different parts of a river Using key geographical language Fieldwork knowledge	WALT: locate the world's largest river Locational knowledge Knowledge of continents and countries Use of hemispheres Knowledge of mountains and hills Use of 8 point compass	WALT: understand the water cycle Fieldwork skills finding the source and characteristics of the river Physical features of a river and mountains	WALT: Create and design a model river Using their Fieldwork and Geographical Skills to create a River in groups

Geography - Early Years Framework and Primary National Curriculum



This map shows the progression of Early Years and NC Objectives in Geography

Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<p><u>Little Chicks</u></p> <p><u>C&L</u></p> <ul style="list-style-type: none"> Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Understand single words in context – 'cup', 'milk', 'daddy' <p><u>UTW</u></p> <ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips. <p><u>Little Owls</u></p> <p><u>C&L</u></p> <ul style="list-style-type: none"> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" <p><u>UTW</u></p> <ul style="list-style-type: none"> Plant seeds and care for growing plants Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p><u>EAD-</u></p> <ul style="list-style-type: none"> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park 	<p><u>C&L</u></p> <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p><u>UTW</u></p> <ul style="list-style-type: none"> Draw information from a simple map. Understand the effect of changing seasons on the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> 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 through studying the human and physical geography of a small area of the United Kingdom . use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 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 use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather use aerial photographs and plan perspectives 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 skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, 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 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> Locate North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use the eight points of a compass, four and six-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

Geography - Key Vocabulary

Early Years		KS1		LKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4
Colours, big, small , me , you, fast, slow, up, down, in, out, seed, holiday, grow, travel. house, flat. garden find, where, what, same, different.	Perton, Colours ,road, water , change, On top, Under, Next, Beneath, Rubbish, leaves, long, short, flower, sea same, different, compare, explain, discuss, observe map, birds-eye, country, land, season, winter, autumn, spring, summer, , environ-ment, left, right	Cold, wet, dry, sunny dark, light, colours, facts, near, far, up, down, far, further, high (er), underneath, centre, (quarter/half) turn, key, symbol city, town, village, factory, farm, house, shop, weekend, journey, abroad, globe summer, autumn, winter, spring (from Maths National Curriculum) weather, hot, cold, rain, gauge, wind sock, wind vane, equator, (anti-) clockwise, position, direction, area	left, right, beyond contains, further, furthest, higher, lower, into, find, location, Perton, Wolverhampton, wonder, discover map compass compass point similarity, difference, area , opposite, Town, city, direction North, South, East, West atlas, scale, environ-ment, surroundings, route, map, plan map compass com-pass point forest, hill, mountain, river, soil, valley , equator, World, Australia, Landmark	natural resources, characteris-tic , settlement, sort, classify, property Case study, contrast, compare , locality, community, impact, settlement, waste, sewage, pollution, sound pollution rivers, mountains, region, riv-ers, mountains, natural re-sources, characteristic climate zones, vegetation belts (forest, grassland), climate, soil, tropi-cal, temperate , tropical, rain-forest, grassland atlas, globe, grid, reference ar-ea	Road trip, shake, rattle, roll Great, support, border, vegeta-tion, region, dominant, environ-mental, could, rain, water Cycle, finance, retail, municipal, industrial, employment, infra-structure, arable, pastoral, mixed farming, carrying capaci-ty, statistics, contiguous North-East, South-East, South-West, North-West region, case study, contrast, compare trade links, land use, biome, America, valley, delta, mouth, river, tributary, bank, flood-plain, stream, source Volcano, Mantle, eruption, ac-tive dormant, magma extinct, pumice, lava, core, crust, ash