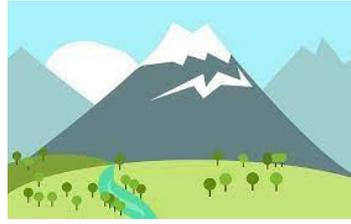


Geography



Year A

We are passionate about inspiring pupils' 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 will 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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Implementation

At Longford Geography is taught in topic blocks throughout the year, so that children can achieve depth in their learning. Teachers use the National Curriculum to identify the key knowledge and skills of each blocked topic, to ensure progression across topics throughout each year group across the school. There is a clear progression of geographical vocabulary that children will need to be taught. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. The local area, such as Britford, The Chalke Downs, Old Sarum, local rivers, is utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Impact

Within Geography, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Our children show through their attitude and work how much they enjoy learning about the world in which we live. Children are able to ask questions to further their own learning and to understand the world better.

Autumn	Spring	Summer
Explorers: Reception		
<p style="text-align: center;"><u>Into the woods</u></p> <p>Exploring their physical world and their community. Meeting important members of society.</p> <p>Trip to Hawk Conservancy. Walk to Britford Farm Shop</p>	<p style="text-align: center;"><u>Out and about</u></p> <p>Using their mark making skills to draw maps of their local environment and community.</p> <p>Kennett and Avon Canal Trip</p>	<p style="text-align: center;"><u>On the farm</u></p> <p>Listening to a broad selection of stories, non-fiction rhymes and poems, which will foster their understanding of our culturally, socially, technologically and ecologically diverse world. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>Bourne Community Farm Trip</p>

Explorers: Key Stage 1		
<p>Into the woods 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. 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. Map drawings of local area, route to school and Britford Farm Shop.</p> <p>Walk to Britford Farm Shop</p>	<p style="text-align: center;">Out and about</p> <p>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. 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 basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Kennett and Avon Canal Trip</p>	<p>On the farm Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Farming in UK and Africa Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Farming in UK and Africa Location of Africa – equator</p> <p>River Bourne Community Farm Trip</p>
Astronomers Class :Year Three/Four		
<p>Somewhere to settle To describe and understand types of settlements and land use, including trade links and the distribution of natural resources. To use maps/atlasses to locate countries and cities in Europe including the UK To be able to use the eight points of a compass, four and six-figure grid references. To understand and recognise symbols and keys used on Ordnance Survey maps to build their knowledge of the UK and wider world. (linked with History topic Stone Age to the Iron Age -Local History)</p>	<p>All Around the World To locate the worlds countries using maps and atlases and be able to describe the features. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic Circle. To understand the Prime/Greenwich Meridian and the time zones (including day and night)</p>	<p>Water and Raging Rivers Asking geographical questions Using appropriate geographical vocabulary Using atlases, maps, diagrams, aerial photographs, information books Carrying out practical activity and fieldwork investigations outside the classroom Presenting information and discussing issues</p> <p>Know the elements of the water cycle [Sc] including how rivers are formed List the main features of a river and begin to use appropriate geographical vocabulary</p>
Philosophers: Year: Five/ Six		
<p>Magnificent Mountains To locate the World’s countries using maps and identify the different physical features of those countries. To name and locate counties and cities of the UK understanding how different regions have human/physical characteristics. To describe and understand key aspects of physical and human geography. Use maps, atlases, globes and digital computing.</p>	<p>Rainforests and the Amazing Americas To locate the World’s countries using maps and identify the different physical features of those countries. Use maps, atlases, globes and digital computing. To Understand the similarities and differences through the study of human and physical geography.</p>	<p>Marvellous Maps To locate the World’s countries using maps and identify the different physical features of those countries. To name and locate counties and cities of the UK understanding how different regions have human/physical characteristics. Use maps, atlases, globes and digital computing.</p>

	Identify the position and significance of latitude and longitude lines.	Use the eight points of a compass and grid references (ordnance survey maps)
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