



Geography at Falconhurst School



Impact of Geography

By the time children in Year 6 leave us, we want them to have the following experiences and understanding:

- Have a growing knowledge of the world and their place in it.
- Have a wider vocabulary of geographical terms.
- Aspire to discover more about the world, through reading, travel or the media.
- Know that they can use their voice to express themselves and their opinions.
- Develop their geographical skills, such as, evaluation, creativity, problem solving and enquiry.

We measure the impact of geography using the National Curriculum and the Key Milestones that are measured throughout and across the teaching of each unit of work.

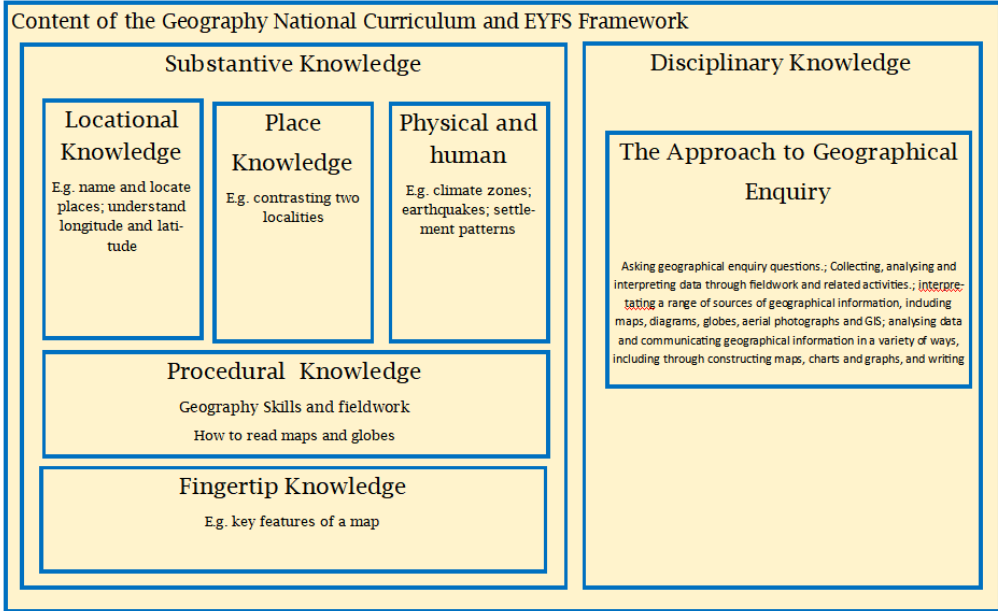
Skills, knowledge and understanding assessed as not being secured yet is monitored and woven into future plans to ensure learning is secured into long term memory. Impact is measured in class observations and ongoing formative assessments (written work, revisiting sticky knowledge, low-stakes quizzing and flashbacks), self and peer assessments, pupil interviews, phase team and staff meetings and summative assessments

Intent for our Geographers

At Falconhurst, Geography is a starting point for some of our learning pathways so that children can develop the natural curiosities they have about the world around them. Our intentions and aim is to provide pupils with a wealth of opportunities to develop key skills (including field work) and explore and investigate places and patterns so they can gain knowledge which will help them understand and appreciate the diversity of people, places and environments on Planet Earth. We also want our children to understand the physical and human processes on our planet.

- Our ultimate aim is to ensure the children to have been inspired by a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Our children will be able to use their language, knowledge and skills to ask geographical questions, make observations, comparisons and evaluations.
- We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments.
- By exploring, investigating and understanding the man-made and natural processes that impact the Earth, our children develop a strong sense of place as they progress through our school.
- Understanding of sustainability that will inform children on how humans impact the landscapes that we live in and influence their life choices

This process of knowledge acquisition begins in EYFS with a focus on geography in their immediate environment. Learning about the world around them is the ideal foundation for later composite learning in key stage one and two.



Characteristics of a Geographer

- A real sense of curiosity to find out about the world and the people who live there
- A rich knowledge of where places are and what they are like
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated
- A confident grasp of geographical vocabulary which is utilised to communicate effectively
- The ability to apply questioning skills and use effective analytical and presentational techniques
- The ability to reach clear conclusions and develop a reasoned argument to explain findings
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques
- The ability to express well-balanced opinions about current and contemporary issues in society and the environment.

Implementation of Geography

Our pupils are expected to organise their knowledge, skills and understanding around the following learning hooks (key concepts).

1. Investigating Places (Location, Physical Features, Human Features)
2. Investigating Patterns (Physical Processes, Human Processes, Diversity)
3. Communicating Geographically (Vocabulary and Techniques)

These key concepts (learning hooks for children), underpin the learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections to new learning and develop subject specific language.

The vertical accumulation of disciplinary and substantive knowledge and skills typically expected from Years 1 to 6 is mapped below

Essentials in the Early Years Framework EYFS	Essential National Curriculum Opportunities Key Stage 2
<p>People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 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 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 changed in the natural world around them, including the seasons.</p>	<p>Locate the world's countries, with a focus on Europe, North and South America and countries of particular interest to pupils. Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. Locate the geographic zones of the world. Understand the significance of the geographic zones of the world. Understand geographical similarities and differences through the study of human and physical geography of a region or area in the United Kingdom, a European country and within North or South America. Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. Use a wide range of geographical sources in order to investigate places and patterns. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>
Essential National Curriculum Opportunities Key Stage 1	
<p>Investigate the world's continents and oceans Investigate the countries and capitals of the United Kingdom Compare and contrast a small area of the United Kingdom with that of a non-European country Explore weather and climate in the United Kingdom and around the world Use basic geographical vocabulary to refer to and describe key physical and human features of locations Use world maps, atlases and globes Use simple compass directions Use aerial photographs Use fieldwork and observational skills</p>	

Substantive Knowledge

Essential Learning Objectives		Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
To Investigate Places	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments.</p>	<p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment Use aerial images and plan perspectives to recognise landmarks and basic physical features Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Identify and describe how the physical features affect the human activity within a location. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics.</p>

To Investigate Patterns	<p>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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country</p> <p>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</p> <p>Identify land use around the school</p>	<p>Describe geographical similarities and differences between countries. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</p> <p>Describe some of the characteristics of these geographical areas.</p> <p>Describe how the locality of the school has changed over time.</p>	<p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe geographical diversity across the world</p> <p>Describe how countries and geographical regions are interconnected and interdependent</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p>
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Disciplinary Knowledge- 'knowing how we know'

To Communicate Geographically	<p>Ask questions about aspects of their familiar world</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>
Collecting and interpreting	<p>Draw information of a simple map</p> <p>Understand position through words alone: under, over, next to</p> <p>Describe a familiar route</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p>	<p>Describe key aspects of:</p> <p>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements and land use.</p> <p>Use the eight points of a compass to communicate knowledge of the United Kingdom and the wider world.</p> <p>Use four-figure grid references, symbols and keys (read and draw own) to communicate knowledge of the United Kingdom and the wider world.</p>	<p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>Use the eight points of a compass, to communicate knowledge of the United Kingdom and the world.</p> <p>Use four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</p>

Cycle One	Nursery	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Unit 1	<p><i>Taught through learning opportunities within 'Understanding the World' Exploring the Natural world around us Understanding the effects of changing seasons and natural world Describe what</i></p>	<p>Curriculum End Goal:</p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p>	<p>The United Kingdom</p> <p>Focus on Northern Ireland, Wales, Belfast and Cardiff</p> <p style="text-align: center;"><i>Location</i></p> <p style="text-align: center;"><i>Physical Features</i></p> <p style="text-align: center;"><i>Human Features</i></p> <p style="text-align: center;"><i>Techniques</i></p> <p style="text-align: center;">ECO Focus: Recycling</p> <p>Curriculum End Goal:</p> <p><i>Know how to use maps to identify UK and its countries</i></p>	<p>Europe *include UK.</p> <p>-Mapping skills and techniques.</p> <p style="text-align: center;"><i>Location</i></p> <p style="text-align: center;"><i>Human Features</i></p> <p style="text-align: center;"><i>Diversity</i></p> <p style="text-align: center;"><i>Techniques</i></p> <p>Curriculum End Goal:</p> <p><i>Know how to locate the world's countries using maps</i></p>	<p>History of maps- 4 and 6 grid references</p> <p style="text-align: center;"><i>Techniques</i></p> <p>Curriculum End Goal:</p> <p><i>Know how to use maps, atlases and digital mapping to locate and describe features</i></p>

Unit 2	we see, hear and feel outside Draw information from a simple map Recognise some environments that are different to the ones	Curriculum End Goal: 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.	Oceans and Continents <i>Location</i> <i>Physical Features</i> <i>Human Features</i> <i>Human Processes</i> Techniques ECO Focus: Environmental issue of food miles Curriculum End Goal: Know, describe and understand key aspects of human geography including trade links	Rivers and mountains <i>Physical Features</i> <i>Human Features</i> <i>Physical Processes</i> ECO Focus: Impact of flooding in local areas Curriculum End Goal: Know, describe and understand key aspects of physical geography including the water cycle	Biomes <i>Location</i> <i>Physical Features</i> <i>Human Features</i> Curriculum End Goal: Know, describe and understand key aspects of physical geography
Unit 3		Curriculum End Goal: 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.	Australia- compare to UK <i>Location</i> <i>Physical Features</i> <i>Human Features</i> <i>Human Processes</i> Curriculum End Goal: Understand geographical features by contrasting the UK with a non-European country	Europe- rivers and mountains <i>Location</i> <i>Physical Features</i> Techniques Curriculum End Goal: Know how to locate the worlds countries using maps Know and describe physical geography	North America <i>Location</i> <i>Physical Features</i> <i>Diversity</i> Techniques Curriculum End Goal: Know the similarities and differences of a region of the UK, and a region in North America
Cycle Two	Nursery	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Unit 1			Continents and Oceans focussing on Indian and Pacific ECO Focus: MK Council talk- plastics <i>Location</i> <i>Physical Features</i> <i>Human Processes</i> <i>Physical Processes</i> Techniques Curriculum End Goal: Know how to use maps to identify UK and its countries	Trade <i>Diversity</i> <i>Physical Features</i> <i>Human Features</i> <i>Human Processes</i> ECO Focus: Environmental issue of food miles Curriculum End Goal: Know, describe and understand key aspects of human geography including trade links	Erosion and deposition <i>Physical Processes</i> Curriculum End Goal: Know, describe and understand key aspects of physical geography
Unit 2			The United Kingdom: - England, Scotland, London and Edinburgh. Map skills <i>Location</i> <i>Physical Features</i> <i>Human Features</i> Techniques Curriculum End Goal: Know how to use maps to identify UK and its countries. Know seasonal and daily weather patterns in UK	Earthquakes and volcanoes <i>Location</i> <i>Physical Features</i> <i>Physical Processes</i> ECO Focus: Impact of volcanoes and earthquakes Curriculum End Goal: Know and describe physical geography	Biomes <i>Location</i> <i>Physical Features</i> <i>Human Processes</i> Curriculum End Goal: Know, describe and understand key aspects of physical geography
Unit 3			Australia- focus on aboriginal people <i>Location</i> <i>Physical Features</i> <i>Diversity</i>	Water Cycle <i>Physical Features</i> <i>Physical Processes</i> <i>Human Processes</i>	South America <i>Location</i> <i>Physical Features</i> <i>Diversity</i>

			<p>Curriculum End Goal: <i>Understand geographical features by contrasting the UK with a non-European country</i></p>	<p>ECO Focus: Climate change. MK Council talk- environment and waste</p> <p>Curriculum End Goal: <i>Know, describe and understand key aspects of physical geography including the water cycle</i></p>	<p><i>Techniques</i></p> <p>Curriculum End Goal: <i>Know the similarities and differences of a region of the UK, and a region in South America</i></p>
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