



GEOGRAPHY

POLICY

INTENT

At Wickersley Partnership Trust (primary) we aim to ensure our Geography curriculum is designed to sequence learning and embed the key skills that are required to develop curious students into competent Geographers.

We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

It is vital that curriculum knowledge and skills are not learnt in isolation. We teach Geography through the progression of skills and knowledge, both of which are planned in a sequential document and include in this, key lines of inquiry to develop links across the curriculum as well as to the bigger concepts that drive our curriculum intent, such as democracy and equality.

HOW WE INTEND TO REMOVE BARRIERS

In Geography we remove barriers to learning and support students' ability to access the curriculum through the development of literacy, numeracy, oracy skills and vocabulary acquisition.

Misconceptions do not go unchallenged and the supportive environment within each and every lesson ensures that students develop their own literacy and vocabulary.

LITERACY

Students are given many opportunities to read widely and often with students directed to geographical studies as well as researching independently. Pupils take part in learning opportunities with a range of contexts for reading and writing. These will develop from being supported to independent.

NUMERACY

Throughout each year of the curriculum data handling skills are sequenced to become more complex over time. This ensures students build on the fundamental aspects of each one and

develop their confidence and understanding.

ORACY

In order to develop their oracy within a subject specific context pupils are given opportunities to talk about their learning. Staff challenge use of geographical language and will direct pupils towards the correct terminology when appropriate.

VOCABULARY

Students are introduced to key subject specific vocabulary and have regular opportunities to reinforce their understanding. Key geographical vocabulary is highlighted to the pupils and pupils are guided to use this in their work.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their skills for learning in each and every lesson. Engaging starter activities help students to recall the key concepts of prior learning. Our aspiring geographers are presented with a variety of experiences and learning opportunities. They are challenged to think critically and form opinions.

The skills for learning process within the Geography curriculum both reinforces the key Geographical skills content and helps our students to know, remember and be able to do more at each stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

In Geography our curriculum intent embodies that of the school. We are committed to ensuring students are exposed to the wider world context in order to develop them as well rounded individuals. Our curriculum demands independence, resilience and responsibility in line with SCHOOL Way.

Geography exposes students to different cultures, languages and experiences that broaden their horizons and demand they think of themselves as members of a local, national and global society. We aspire for all our students to become avid Geographers who demonstrate empathy, tolerance, understanding, aspiration and respect so they are prepared to be active citizens in the local community and beyond.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

Geography is a curriculum that must go beyond the classroom. To this end we broaden the horizons of all our students and enrich their learning through a range of first hand experiences. All our students have exposure to learning beyond the traditional mainstream lesson and have opportunities to enrich their experiences. Geography is planned as a discrete subject.

SUBJECT INTENT: We believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it including their locality. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

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		EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
KEY LINES OF ENQUIRY/KNOWLEDGE	Democracy	Where do we live?	Who is in charge of the place we are studying?	Who is in charge of the place we are studying?	What kind of government does the place we are studying have?	What kind of government does the place we are studying have? How does that compare to Britain?	Is the place we are studying a democracy?	Is the place we are studying a democracy?	
		I know where I live	I know the name of the person in charge of the country	I know who is in charge of the UK and where the government is based	I know how the country is ruled in	I know how... is ruled and how that differs to rule of the British government	I know how a democracy functions and how some countries do not have democratic rule. I know how this differs to British Government and that of other democratic nations.	I understand how democratic rule affects society and how life differs for people living in countries where there is not democratic rule.	
	Impact of Humans	What can we do to protect our planet?	How do we use natural resources? What are the natural and man-made features of the landscape we are studying? How can we look after our environment?	How do we use natural resources? What are the natural and man-made features of the landscape we are studying? How can we look after our environment? What different crops and resources do people grow and use in the place we are studying? What would it be like to live here?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to protect the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to protect the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Types of settlement and land use. How can we look after our environment and why do we need to do this? How have humans changed the landscape we are studying? What problems are caused by pollution? What steps are being used to protect the environment in the UK? What is sustainable energy? Why is it important?	How do people use natural resources to survive in the place we are studying? Trade Links, distribution of natural resources. How can we look after our environment and why do we need to do this? What are the consequences if we do/don't do this? What are the consequences of human activity for our planet? What will be the effects of climate change? Why do people continue to damage the environment? How can we reduce our impact as individuals and communities?	How do people use natural resources to survive in the place we are studying? Trade Links, distribution of natural resources. How can we look after our environment and why do we need to do this? What are the consequences if we do/don't do this? What are the consequences of human activity for our planet? What will be the effects of climate change? Why do people continue to damage the environment? How can we reduce our impact as individuals and communities?
		I know that we have to look after the planet and can name 1 way I can help	I can identify natural and man-made features of the landscape such as field, beach, cliff, coast, forest, hill, mountain, sea, roads, buildings etc. I know why we have to look after the planet and can name 3 ways I can help.	I can identify natural and man-made features of the landscape and say how they are similar or different. I know how humans change the environment for the benefit of people, such as growing different crops. I know how human activity is having a negative impact on the planet and can explain actions which can change this. I can compare where I live with a place I am studying.	I know how humans have influenced the area we are studying and how they change the landscape for human benefit. I know how human activity is having a negative impact on the planet and can explain actions which can change this. I can relate this to the local area and to areas studied. I know that some of these changes cause pollution and can explain how this pollution impacts. I can identify different forms of energy source and know which are sustainable. I know 3 ways the UK is protecting the environment.	I know that humans exploit the natural resources in the environment in different ways and that some of these ways are more sustainable than others. I know that human activity changes the physical features of the landscape and can identify some of these features in the area being studied. I understand the problems pollution cause for all living things and how the government of the country being studied causes or manages its environmental impact.	I know how the country being studied uses its natural resources and how these resources are traded with other countries. I know the measures in place locally, nationally and globally to protect the environment and can explain the long term consequences if these measures are not effective/implemented. I can explain how climate change will impact the planet. I understand my personal responsibilities to reduce my negative impact on the environment.	I know that economic exploitation of the natural resources in the environment has more of a negative impact than that which is for human sustenance. I can identify where human activity has changed the landscape and am aware of ways humans have attempted to counteract this with varying degrees of success. I understand the problems pollution causes in the developing and future world and how governments work together to manage this. I understand my role as a member of the global community to address the issues caused by human exploitation of the planet.	
	Equality and fairness	Is it fair that?	Does everyone live in the same kinds of houses in the place we are studying?	Does everyone live in the same kinds of houses in the place we are studying?	Are people treated fairly in the place we are studying? What is fair trade?	Are people treated fairly in the place we are studying? What is fair trade?	Why do people migrate? What is the impact of immigration/emigration? Why are people treated unfairly in the place we are studying? How have human rights changed and developed over time in the place we are studying?	Why do people migrate? What is the impact of immigration/emigration? Why are people treated unfairly in the place we are studying? How have human rights changed and developed over time in the place we are studying?	
		I can talk about why something is fair	I know that there are many different types of houses and that some look very different, both inside and out.	I know that there are rich and poor in every country and the facilities they have in their houses and in the areas they live vary greatly.	"I know if people in the country we are studying are treated fairly as members of the community (both as children and as adult workers) I know what fair trade is and can give examples of fair trade products"	I know how Fair Trade helps communities and why people should try to make an ethical choice when shopping if possible. I know the consequences for workers and their families when Fair Trade standards are not met.	I know that people migrate for economic reasons and for reasons of personal safety. I know that both immigration and emigration have positive and negative impacts on communities. I know that some people are forced to leave their homes as a result of war or persecution and that this is different to economic migrants. I can explain how the country being studied respects or abuses human rights.	I can explain how economic migration benefits the counties receiving immigrants and how countries which respect human rights have a legal responsibility to support those fleeing persecution. I know some countries currently are treating groups of people unfairly and how other countries and organisations are influencing change.	
	Significant Person	Who is?	Who is ?	Who is ?	Who was...? Why were they important?	Who was...? Why were they important?	Who was...? Why were they important and what impact did they have?	Who was...? Why were they important and what impact did they have?	
		I know who ... was	I know who ... is/was and say where they lived	I know who ... is/was, where and when they lived and know 3 thing they did	I know who ... is/was, where and when they lived and can say what they achieved.	I know who ... is/was, where and when they lived and can say how they are important in the field of geography	I know who ... is/was, where and when they lived and can say how they contributed to our understanding of human/physical geography	I know who ... is/was, where and when they lived and can say why they were important in the field of human and physical geography, how they are/were viewed by the government and how their actions have impacted locally and globally..	

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SKILLS	Human	I can 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.	I can use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop. I can ask and answer geographical questions such as- What is this place like? What / who will I see in this place? What do people do in this place? What would it be like to live here?		I can describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including food. I can ask and answer geographical questions about the human characteristics of a location in the UK and the world.	I can 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 and food. I can ask and answer geographical questions about the human characteristics of a location in the UK and the world.	I can describe and understand key aspects of human geography including: types of settlement and land use, economic activity including migration, and the distribution of natural resources including energy, food, minerals and water. I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.	I can describe and understand key aspects of human geography including: types of settlement and land use, economic activity including migration and social inequalities and the distribution of natural resources including energy, food, minerals and water. I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations.
	Physical	I can 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. I can identify seasons and the associated weather.	I can identify seasons and daily weather patterns in the UK.	I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the equator and the north and south poles.	I can ask and answer geographical questions about the physical characteristics of a location in the UK and the world. I can describe how people use natural resources to survive. I can describe and understand key aspects of physical geography including: climate zones, biomes (hot arid deserts), and vegetation belts, rivers, mountains and volcanoes.		I can collect and analyse information in order to compare and draw conclusions about locations around the world. I can explain the challenges of living in certain locations. I can describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, and earthquakes, and the water cycle.	
	Locational Knowledge		I can name the four countries and capital cities of the UK. I can name the worlds seven continents and five oceans.	I can name and identify characteristics of the four countries and capital cities of the UK and the surrounding seas. I can name the worlds seven continents and five oceans.	I can name counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns: and understand how some of these aspects have changed. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Arctic and Antarctic Circle		I can name and locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities and understand how some of these aspects have changed. I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics or Cancer and Capricorn, The Prime / Greenwich Meridian and time zones (including day and night)	
	Place Knowledge		Small area of United Kingdom, small area of contrasting non- EU country: Rotherham, London, Scarborough, Australia, Arctic.		The four countries of the UK, a region of the UK, a region of a European country, a country in Africa and the polar regions: Peak District, Rotherham, Naples, Italy, Egypt, the River Nile.		A region within North or South America, a region of the UK, a country in Africa, a country in Asia: Mexico, Costa Rica, Chile, New York, London, South Africa, India.	
	Maps	I can follow a simple map. I can use a simple key	I can locate the four countries and capital cities on a UK map. I can devise a simple map; and use and construct basic symbols in a key.	I can locate the four countries and capital cities of the UK on a world map, atlas or globe, as well as countries, continents and oceans studied at this Key Stage. I can devise a simple map; and use and construct basic symbols in a key	I can locate counties and cities of the United Kingdom on a world map, atlas or globe. I can use four references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. I can use four and six grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. I can use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.	
	Compass	I can use positional language.	I can use compass directions and locational language (N,E,S,W) to describe a route on a map.	I can use simple compass directions and directional and locational language (Near and far, left and right) to describe the location of features and routes on a map.	I can use 8 points of a compass to locate places		I can use 8 points of a compass to describe routes and when giving directions.	
	Fieldwork	I can study my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	I can use simple fieldwork and observational skills to study the geography of school and its grounds and key features of its surrounding areas.	I can use simple fieldwork and observational skills to study the geography of school and its grounds and key features of its surrounding areas. I can use aerial photographs and pan perspectives to recognise landmarks and basic human and physical features.	I can use simple field work to observe, measure, record and present human and physical features in a contrasting location to school.	I can use field work to observe, measure, record and present human and physical features in two contrasting locations to school.	I can use field work to observe, measure, record and present human and physical features in a local area, using sketch maps, plans and graphs.	I can use field work to observe, measure, record and present human and physical features in a local area, using a range of methods, including digital technologies.