

Below outlines the learning focus for each term

KS1 Knowledge End Points:**Locational Knowledge:**

- Can name and locate the world's seven continents and five oceans
- Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge:

- Understands 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

Human and Physical Geography:

- Can 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
- Can 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 and;
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

KS1 Skills and Fieldwork End Points:

Children will be able to –

- Use world maps, atlases and globes
- Use simple compass directions
- Use aerial photos and construct simple maps
- Undertake simple fieldwork within school locality

Term	Learning Focus		
	Knowledge	Skills	
Spring Term	<p>Fieldwork on a local area involving comparison of a small area in a non- European country</p> <p>Where Do I Live?</p> <ul style="list-style-type: none"> • There are borders that separate different parts of the world • A continent is a land mass and an ocean is a large body of water (and the names of each) • There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia • The majority (71%) of the world's surface is covered by water • The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic. 	<ul style="list-style-type: none"> • Using a world map, identify different European countries and their locations on the map in relation to the UK. • Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map • To be able to recognise geographical similarities and differences between their local area and a UK small area through the analysis of photographs, maps, aerial photographs and film clips. • Describe some of the physical and human features in their locality • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the 	<p>English – Letter writing</p> <p>Reading; Lila and the Secret of Rain; using setting in story as stimuli for write a comparison to own location.</p> <p>Computing – research skills</p>

	<ul style="list-style-type: none"> Compare local area to a town in the UK looking at similarities and differences through studying geographical features Can use basic geographical vocabulary to refer to: key physical features - rivers, lakes, towns, cities, counties, mountains, urban, rural To understand how places change for better or worse over time Compare local area to a town in another country looking at similarities and differences through studying geographical features 	<p>key human and physical features of its surrounding environment.</p>	
Summer 2	<p style="text-align: center;">Geography</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Understand that the Earth is spherical – translate map work to a globe. To know the 7 continents and 5 oceans Can use basic geographical vocabulary to refer to: key physical features - equator, poles, spherical Study the different weather conditions at the Equator and the North / South Poles – how they differ and why 	<ul style="list-style-type: none"> 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 to describe the location of features and routes on a map To begin to use symbols and keys. Use computer/digital mapping to locate countries and regions, as part of own research to support description of features studied. 	<p>Computing – research skills to compile fact file</p> <p>Art - creating a colourwash picture to illustrate the two climate types</p> <p>English – creating poster / writing comparisons</p>

Ambition / Intent:

We believe that it is essential that children have a comprehensive understanding not only of the world but their local area. Our ambition is to develop enquiring and curious minds through engaging and exciting pupils by taking their geography learning outside of the classroom where possible; a field trip, exploring our local area or even our school grounds and through the use of technology to allow them to travel the world albeit in a virtual way. We welcome outside speakers to share their expertise and experiences and as a result, children will not only learn from others but also from their own experiences which will empower them to become global lifelong learners.

Design / Implementation:

The geography curriculum at Camrose is structured so that each year group studies a different area of geography and has been carefully sequenced to enable pupils to gradually widen their sense of scale from their immediate geography to the global. Key aspects of learning are taken from the National Curriculum and mapped across each year group with vocabulary banks that are specific to that individual year group.

We want pupils to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways across a range of subjects such as Art, D&T, Computing and Science. This approach aims to provide meaningful cross curricular, creative and tangible learning experiences that engage, excite and empower learners in their quest for mastery.

Impact:

Our well-planned Geography curriculum ensures that children are competent in the geographical skills needed to collect, analyse and communicate data, and to interpret a range of geographical sources, including maps, globes and aerial photographs.

Through the breadth and depth that our Geography curriculum offers, our children are provided with a broad knowledge of the world they live in, and understand, as responsible citizens, how they need to care and preserve the planet for future generations