Geography

Vision and approach for Geography

Pupils should be equipped with knowledge of diverse places, people, resources and environments, together with a deep understanding of key physical and human processes. Pupils' growing knowledge of the world should deepen their understanding o interaction of physical and human processes. A combination of location knowledge, fieldwork and mapping skills will provide pupils with the frameworks and approaches to autonomously understand and explain how the Earth's features at different scales are shaped, interconnected and change over time.

Experiential

Directional language

Curiosity

Key Concepts

Life Organisation
Location Cause and effect
Changes Global
Reactions Diversity
Investigation Physical
Human Social advocacy

Content and Sequencing

Learning is sequenced so that knowledge is built upon each year e.g. In year 1
-0 Name and locate the world's seven continents (Australia, Europe, North America, South America, Asia, Africa and Antarctica) and oceans. In year 4 Locate the world's countries, using maps to focus on South America (Amazon) and Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (Battle of Britain). In year 6 - Locate the world's countries using maps to focus on Europe (Greece) North South and Central America and the Arctic and Antarctic concentrating on their environmental regions key physical and human characteristics countries and major cities.

Community

Rich in language

to aid understanding.

Curriculum Drivers

Resilience

Independence

extensive school grounds and exploration of historic Swammore, children will have initially followed teacher led enquiries, investigating and researching through making observations, gathering photos and sketches to reach simple conclusions. Links with Mathematics and English Opportunities to apply their English skills: Explanations about field work. Data collection and analysis for the natural and human world in which they live. Skills, they will have generated their own questions, they want occuring as well as using segraphic concepts cliatry and precisely throughout life. This language assists children making their thinking clearly and precisely throughout life. This language assists children making their thinking clear, both to themselves and others. Our children can organise th fer eight points of the compass and grid referencing as well as using symbols, keys and scale. Our children can organise th for the natural and human world in which they live. Their curiosity develops the questions they want conclusions as they develop a growing knowledge of further locations, people, resources and environments. Our children can organise th furoughout life. This language assists children making their thinking clear, both to themselves and others. Data collection and analysis skills: Their curiosity develops the questions, equiries and conclusions as they develop a growing knowledge of further locations, people, resources and environments. Their curiosity develops the world in the world around them. Children will have explored the world: the people, places and environments and the interaction between them and develop their understanding of the social, economic and environmental changes that occur. Links with Mathematics and English Opportunities to apply their English skills: Explanations about field work. Explanations about field work. Evidence of the geographical process will be clear — Evidence of the geographical process will be clear — Evidence of the geographical process will be clear — Ev	Geography is not just taught Children will hav		•	As children grow in	Children become equipped	The quality and variety of	Through curiosity and	
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