

Geography					
<b>Vision and approach for Geography</b> 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.		<b>Key Concepts</b> <div>Life                      Organisation</div> <div>Location                Cause and effect</div> <div>Changes                Global</div> <div>Reactions               Diversity</div> <div>Investigation           Physical</div> <div>Human                    Social advocacy</div>		<b>Content and Sequencing</b> 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 ( <b>Amazon</b> ) and Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ( <b>Battle of Britain</b> ). 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.	
Curriculum Drivers					
Experiential	Curiosity	Independence	Resilience	Rich in language	Community
Geography is not just taught but experienced. Using our extensive school grounds and exploration of historic Swanmore, children will have initially followed teacher led enquiries, investigating and researching through making observations, gathering photos and sketches to record features in order to reach simple conclusions.	Children will have developed a curiosity and fascination for the natural and human world in which they live. Their curiosity develops the questions they want answered during their learning and time is spent finding the answers.	As children grow in confidence with geographical skills, they will have generated their own questions, enquiries and conclusions as they develop a growing knowledge of further locations, people, resources and environments.	Children become equipped with life-long skills such as the use of the eight points of the compass and grid referencing as well as using symbols, keys and scale. Our children can organise th	The quality and variety of geographical vocabulary is a key factor in articulating geographic concepts clearly and precisely throughout life. This language assists children making their thinking clear, both to themselves and others.	Through curiosity and fascination of the world children can continue to improve themselves as citizens and also the world around them. Children will have explored the world: its 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		Progressive		Inclusive	
Opportunities to apply their English skills: ➤ Explanations about field work. ➤ Information texts about locations. Opportunities to apply their Mathematics skills: ➤ Data collection and analysis ➤ Rounding, averages ➤ Directional language		➤ Geographic enquiry will be evident in books. ➤ Evidence of the geographical process will be clear – ➤ making predictions using evidence to draw conclusions. ➤ Children can talk confidently at each stage about each concept in Geography. ➤ Evidence of children applying their understanding after the unit of learning in another subject.		➤ Task varied to support children to access the task. ➤ Learning is challenging. ➤ Children’s starting point are identified using assessment tools and teaching builds on prior knowledge. ➤ The curriculum is practical to engage all. ➤ The outside environment and other resources are used to aid understanding.	