



Geography



Why

At CVPS, 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.

We want our children to be:

- fascinated about the world around them
- understanding and accepting of other cultures and people around the world
- conscientious in their understanding of human's responsibility to protect the planet
- see how the planet has learned and changed due to human's actions
- aware of careers within a geography field



The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

— Barack Obama —

AZ QUOTES

**IN OUR CHANGING
WORLD NOTHING
CHANGES MORE
THAN GEOGRAPHY**

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How

At CVPS our Geography has 4 strands

Locational Knowledge

- Continents & oceans
- United Kingdom (England, Scotland, Wales, Northern Ireland) & sea
- European countries and major cities
- North and South American countries and major cities
- Counties and cities of United Kingdom
- Latitude, longitude, equator, northern hemisphere, southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

Place Knowledge

- small area of the United Kingdom - London, Clayton
- small area in a contrasting non-European country - Arctic
- Region of the United Kingdom - Northumbria, Yorkshire, Dunkirk, Clayton, Salisbury, Bradford
- Region of a European country - Berlin, Rome, areas of Scandinavian countries, Athens
- Region of North and South America - Mexico, North American Arctic

Human & Physical Features

- Seasonal and daily weather patterns in the UK
- Location of hot and cold areas in the world
- Use of basic geographical vocabulary
- Physical geography - climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, water cycle
- Human geography - types of settlements and land use, economic activity, natural resources

Geographical skills and fieldwork

- Use world map, atlases and globes to locate countries around the world.
- Use compass directions and locational knowledge to describe locations.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area.




What Geography looks like at CVPS in EYFS

- Children will have access to discrete teaching and continuous provision that supports and promotes the development of the Statutory ELG: People, Culture and Communities

Children at the expected level of development will:





- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

To do this our reception children will explore the following questions;

<u>EYFS</u>		
<u>Autumn</u> Home is Where the Heart is	<u>Spring</u> Off on our travels	<u>Summer</u> Fun on the Farm
		
<ul style="list-style-type: none">• Where is my home?• What are houses like around the world?	<ul style="list-style-type: none">• What types of transport comes past our school?• Does transport look the same in every country?	<ul style="list-style-type: none">• Where are the farms in Clayton?• What is it like to live on a farm?

What History looks like in KS1

Year 1

	<u>Autumn</u> My World and Me 	<u>Spring</u> We are Britain 	<u>Summer</u> All Creatures Great and Small 
<u>Locational knowledge</u>	<ul style="list-style-type: none"> What does Clayton look like on a map? 	<ul style="list-style-type: none"> What makes up Britain? 	
<u>Place Knowledge</u>			<ul style="list-style-type: none"> How is the UK different to...?
<u>Human and Physical Features</u>	<ul style="list-style-type: none"> What is the weather like in Clayton? 	<ul style="list-style-type: none"> How is each country in Britain different? 	
<u>Geographical skills and fieldwork</u>	<div>  <div>Running continuously throughout our geography lessons.</div> </div>		

Year 2

Autumn Adventures in the City



Spring World Wide Adventures



Summer Adventures in the High Seas



Locational knowledge

Place Knowledge

Human and Physical Features

Geographical skills and fieldwork

- What does Bradford look like on a map?
- How does Bradford compare to....?

- Where in the world are we?



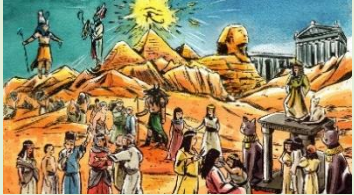

- Where are the oceans?

- What is it like to live in...?

Running continuously throughout our geography lessons.

What History looks like in KS2

Year 3

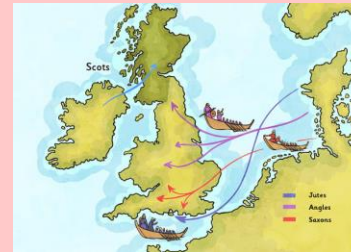
	<u>Autumn</u> On Our Doorstep 	<u>Spring</u> The Ancient World – Britain 	<u>Summer</u> The Ancient World – Egypt 
<u>Locational knowledge</u>	<ul style="list-style-type: none"> Has Europe always looked the same on a map? 	<ul style="list-style-type: none"> How did the Roman Empire impact Britain? 	<ul style="list-style-type: none"> Where were the earliest civilisations?
<u>Place Knowledge</u>			
<u>Human and Physical Features</u>		<ul style="list-style-type: none"> Can volcanoes erupt more than once? 	<ul style="list-style-type: none"> Can you survive in the desert?
<u>Geographical skills and fieldwork</u>	 <div> Running continuously throughout our geography lessons. </div>		

Year 4

Autumn Village Settlers



Spring The Dig



Summer The Golden Age of Greece



Locational knowledge

Place Knowledge

Human and Physical Features

Geographical skills and fieldwork

- Why did early settlers choose Clayton?
- How has Bradford changed and did other cities prosper during the industrial revolution?

- How did the Anglo-Saxon people trade?
- Extreme Earth – what does this mean?

- Can you survive in the Amazon rainforest?

Running continuously throughout our geography lessons.

Year 5

Autumn

The Rise and Fall of Bradford



Spring

The Rise and Fall of Britain



Summer

The Rise and Fall of



Baghdad

Locational knowledge

- Where in Yorkshire is Saltaire?

- How do the landscapes in Scandinavia compare to Britain?

Place Knowledge

- How does Baghdad compare to the UK?

Human and Physical Features

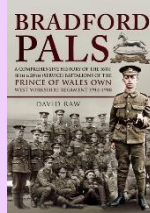
- What were the consequences of the Industrial Revolution on trade links in Bradford?

Geographical skills and fieldwork

Running continuously throughout our geography lessons.

Year 6

Autumn Rebuilding Bradford



Spring Where it all Began



Summer Rebuilding Britain



Locational knowledge

- Where in Yorkshire is Haworth?

- Where in the world is Skara Brae?

Place Knowledge

- Migration across the world.

Human and Physical Features

Geographical skills and fieldwork

Running continuously throughout our geography lessons.

Overall picture

<u>Geography</u>
<p>KS1 - Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>
<p>KS2 - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>
<p>Geographical Skills – An aim of the geography primary curriculum is for children to be competent in the geographical skills needed to:</p> <ul style="list-style-type: none">• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.