

Geography at Princess Frederica

Overview

At Princess Frederica the children study a broad and enriching geography curriculum. These topics often link into other areas of the children's learning. To encourage and develop their knowledge of place names, each year group has one class named after a country and the other after its capital.

In KS1 children, by learning the names of the continents, oceans and different countries around the world they build a solid foundation in locational and place knowledge. They also start to develop practical fieldwork skills through a study of our local area.

In KS2, in order to develop the children's knowledge of people and places, each year group completes an in-depth study of a different country within one of the 7 continents, comparing the different physical and human features. Where possible this will link to the location, physical and human geography of the civilisation they study as part of their history topics.

Our geography curriculum is enriched by workshops and visits to many of London's wonderful museums. Furthermore each year group in KS2 has the opportunity to complete practical fieldwork, map reading, orienteering and river studies during residential trips to exciting educational centres outside London.

Vision

- To develop an understanding and appreciation of different cultures in our local and global communities.

Intent

By the end of EYFS, children should be able to,

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

By the end of Year 1, children should be able to,

- Use simple picture maps and globes, recognising that it shows places. (e.g. that the earth is a globe and this is broken down into smaller units-continents and countries).
- Find land/sea on a globe.
- Name the continents and oceans.
- Children will be able to sort human and physical features into groups (and start to give reasons why they have put them into different groups such as 'they are built by humans or it is part of nature')
- Children can describe different places where humans live using basic geographical vocabulary (human features including: town, village, factory, farm, house, port and harbour) For SEND children this might be that they can talk about where they live- 'I live in London in a flat/house, it is a town etc.'
- Use basic geographical vocabulary to refer to key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.
- Make simple comparisons between features of different places.
- Devise a simple map; and use and construct basic symbols in a key.

By the end of Year 2, children should be able to,

- **Name the continents and oceans and label them on a map.** (covered in the 'explorer's' topic showing where they travel to)
- Locate the continent/ocean/country they study on a map.
- Identify and sort the physical and human features specific to that country (e.g. Great barrier reef and Sydney opera house)
- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Children use the local area to conduct a fieldwork survey of land use around our school.
- Follow a route around the school using directions.
- Make comparisons between features of different places using geographical vocabulary.
- Use books, stories, maps, pictures/photos, internet and local community/staff members as sources of information.
- Use aerial photographs and plan perspectives (such as google maps) to recognise landmarks in our local area.
- Devise a simple map; and use and construct basic symbols in a key.

By the end of Year 3, children should be able to,

- **Name and locate counties and cities of the United Kingdom in a junior atlas.**
- Use a junior atlas to identify key topographical features (including hills, mountains, coasts and rivers)
- Use geographical language when describing the human and physical features they identify.
- Begin to use atlases to find out about other features of places (e.g. location of volcanoes- the ring of fire.)
- Use different sources of information to describe and understand key aspects of volcanoes.
- Identify the position and significance of the Tropic of Capricorn- climate- (In relation to Brazil) using a junior atlas.
- Begin to use atlases to find out about other features of places (e.g. rainforests, the river Amazon)
- Analyse evidence and begin to draw conclusions (e.g. make comparisons between temperatures in the UK and S. America and how this impacts what types of forests grow in the UK compared to rainforests.)

By the end of Year 4, children should be able to,

- Identify the position and significance of the Tropic of Cancer (In relation to Egypt).
- Analyse evidence and draw conclusions e.g. how natural resources impact how people live (the importance of the River Nile as a source of water for trade, transport and farming.)
- **Locate the world's countries (including North America/Egypt and countries the River Nile travels through) using a junior atlas:**
- Use aerial photographs and atlases to demonstrate their knowledge of different human and physical features specific to one country in North America.
- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (across the whole continent of North America.)
- Describe and understand key aspects of physical geography, including: earthquakes (Look at the city of San Francisco as a city built on a fault line.)
- Use 4 compass points well (e.g. Gordon Brown education centre and orienteering sessions in PE)
- Use letter/no. Co-ordinates to locate features on a map confidently (identify human and physical features on a close up map of one American state using the key and grid references).
- Practically apply their map reading skills in real life situations (Gordon Brown education centre

residential trip.)

By the end of Year 5, children should be able to,

- Confidently use maps, atlases, globes and digital/computer mapping to locate and describe the countries and features studied. This includes the use of 4 figure coordinates, 8 compass points and OS maps.
- Describe and understand key aspects of rivers and the water cycle.
- Compare maps over time. (London throughout different historical periods and the British Empire under Queen Victoria- history topic)
- Describe and understand key aspects of trade links and economic activity and how some of these have changed over time. (Describe how the settlements around the River Thames have changed over time).
- Use fieldwork to observe the wider local area (e.g. through Thames River studies or visiting areas such as Richmond park/ Hampstead Heath) For SEND children this might be recognised through what they observe and verbalise during these studies rather than how they record their findings.

By the end of Year 6, children should be able to,

- Recognise different forms of world maps- as a flattened globe, Galls Peter's projection etc.
- Confidently use a range of information (maps, atlases, globes and digital/computers) to locate and find out about features of places and identify key topographical features studied from previous KS2 topics (including hills, mountains, coasts and rivers), and land-use patterns.
- Investigate places with more emphasis on the larger scale; contrasting and distant places (compare one factor across different countries they have previously studied e.g. France compared to a UK city).
- To use different sources of geographical information/skills to respond to a question and draw their own conclusions e.g. relationship between land use and the economy in Wales.
- Use primary and secondary sources of evidence in their investigations.
- Confidently use the eight points of a compass, four and six-figure grid references, symbols and key.
- Wales residential:

- Collect and record evidence unaided.
- Describe features shown on an OS map.
- Follow a short route on an OS map.

Implementation

- Weekly geography lessons for approximately half the academic year.
- Cross-curricular links are frequently made with different subjects such as Art and DT, science and English.
- Homework projects are often based around the class's geography topic and allow for deeper independent research and a creative task.
- Field work in the local area and wider areas of London such as the River Thames.

Impact

- Pupil's will develop a broad knowledge of different places across the world.
- Pupil's will have gained practical geographical skills, which they will use in other curriculum areas and later on in their education.

Supporting all learners

Children are supported through differentiation where this is needed. SEND Pupils are supported by additional scaffolding in the lesson. This might be through personalised templates for written work, word mats, visuals,

overlays or personalised visuals such as focus slides. More able children are encouraged to apply their knowledge with less confident children so they are using and applying. There is also an expectation that SEND children will succeed against targets outlined in bold on the end of year expectations for what a child has achieved. These act as an overriding focus through the unit for SEND children (This is a minimum expectation and any SEND children who show confidence and success in a particular area will be challenged with our areas).

Assessment

Children broadly move through the curriculum at the same pace. In lessons, there is an expectation that the teacher focuses on the bottom 20% of the class ensuring they are supported within the moment and over the shoulder feedback to support them with succeeding. At the end of the unit, progress is measured against the assessment question and against the unit targets which link to the expectations for what children will be able to do by the end of the year.