



## Geography – Two Year Cycle

	Teddy (Reception and Year 1)	Panda (Years 2 and 3)	Koala (Years 4, 5 and 6)
Autumn Term Year 1	<p>PK – finding out where they live – local Shebbear area – part of Devon with UK. GSF – identifying on a map countries involved in WW1</p> <p>GSF – using aerial photographs and plans. Use fieldwork to study school grounds and local area</p> <p>HPG – understanding seasonal and daily weather patterns in UK (link to science work)</p>	<p>HPG – types of settlements and land use (could be linked to Stone Age/Iron Age topic)</p> <p>LK – locate and name counties and cities of the UK</p> <p>GSF – using maps, atlases to support the above also field work opportunities</p>	<p>LK – locating countries involved in WW2. Using map, atlases, globes etc (GSF)</p> <p>GSF – use the points of the compass. Again link to WW2 topic to track movements of troops during the war.</p>
Spring Term Year 1	<p>LK – understand that the UK is made up of four countries. Know capital cities of each (link to history topic on British Queens)</p> <p>GSF – using maps, atlases and globes to locate counties of the UK</p> <p>Use simple compass directions</p>	<p>HPG – physical geography including climate zones, biomes and vegetation belts (link to science work on plants and animals)</p> <p>LK – locate world countries using maps (GSF). Consider environmental regions and links to science work.</p>	<p>PK – undertake a study of a region of South America and compare to a region of the UK (different to the one covered in Panda). Link this to LK looking at topographical features and land use patterns. <a href="#">[In Year 3 of cycle a region in North America to be used]</a></p>
Summer Term Year 1	<p>HPG – introducing and reinforcing key vocabulary through history and science topics (plants as an example)</p> <p>LN – revise the countries which make up the UK. Locate the seven continents and five oceans</p> <p>GSF – using atlases, maps and globes. Look at physical features of the local area – link to work on</p>	<p>LK – locate the world’s countries and cities both in UK and abroad (link to topic on Romans e.g. identifying and locating key Roman towns in the UK including Exeter)</p> <p>HPG – again linked to Roman topic, lots of opportunities to look at settlements and land use (why did the Romans choose certain towns?).</p>	<p>HPG – link to Ancient Greece topic in particular trade links.</p> <p>HPG – focussed topic on rivers and mountains. There will be lots of scope for linking other aspects such as LK and GSF – finding key examples and being able to identify them on a map.</p>

	farming/tractors.	Learn about trade links and how this affected where the Romans settled. PK – geographical study comparing a region of the UK (SW) to one in Italy. Once again this can link to the history topic but also modern Italy compared to the UK. GSF – observe, first hand, the influence of the Romans locally.	GSF – fieldwork study of local rivers  In Y3 of the cycle, the field work has a focus on mountains (Dartmoor).
	<b>Teddy (Reception and Year 1)</b>	<b>Panda (Years 2 and 3)</b>	<b>Koala (Years 4, 5 and 6)</b>
<b>Autumn Term Year 2</b>	PK – understanding differences between local area and other parts of the country. HPG – learn about key human features (town, city, farm etc) a link to history topic on Great Fire of London and local study. HPG – opportunities for developing geographical vocabulary through science topics (living things and their habitats) LK – compare Devon to a small area in a contrasting Non-European country (Africa, Asia). Link to harvest and differences in climate (HPG)	LK – opportunity to identify countries within the British Empire (Victorian history topic) Also land use changes over time – people moving from the country to the cities for work in the industrial revolution plus changes in transport. HPG – learn about the water cycle (linked to science topic on states of matter) GSF – focussed work on points of a compass and building knowledge of OS maps and how to use them	LK – opportunity to identify countries within the British Empire (Victorian history topic) Also land use changes over time – people moving from the country to the cities for work in the industrial revolution plus changes in transport (develop the themes covered in Panda class). LK – latitude, longitude, northern and southern hemispheres tropics, Arctic and Antarctic circles, Greenwich Meridian and time zones. This will all link with science topic on Earth and Space.
<b>Spring Term Year 2</b>	LK – revise knowledge of the continents and oceans. GSF – using maps etc to locate counties, oceans. Using compass directions HPG – learn about the Eqator and North and South poles – all of this links to history topic on explorers and	LK – ongoing work on increasing pupil knowledge of the UK and Europe HPG – learn about the distribution of natural resources including energy. This could link to science work on electricity and develop in to looking at alternative sources of energy	LK – link to history topic on Invaders. Locate where invaders came from and where they settled using maps etc (GSF) GSF – focussed work on points of a compass and building knowledge of OS maps and how to use them

	voyages (Drake, Columbus, Amundsen etc)	(wind farms, solar power etc). This will also link to the history topic on changes in living memory and can be compared to what the children learnt about the Victorians especially use of fossil fuels. There will be opportunities to include some link fieldwork on this (GSF).	
Summer Term Year 2	<p>Revise key skills as noted above (compass directions, locating places on a map, geographical vocabulary etc)</p> <p>Apply skills and knowledge to a local study which allows direct fieldwork. As part of history topic incorporate place knowledge eg Florence Nightingale and locations of the Crimean War.</p>	<p>LK – learn about position and significance of Northern and Southern Hemisphere, tropics of cancer and Capricorn and key geographical vocabulary (latitude, longitude, Equator). This could be linked to some work on rainforests which can tie in to science topic on living things and their habitats.</p> <p>LK – locating countries (focus on South America and looking at environmental regions.</p> <p>GSF – using maps, atlases and globes to support this.</p> <p>There will be some opportunities to link with the topic on ancient Egypt particularly HPG – the importance of the River Nile and how worldwide, towns and cities are located near a river.</p>	<p>HPG – focussed topic on volcanoes and earthquakes. There will be lots of scope for linking other aspects such as LK and GSF – finding key examples and being able to identify them on a map. Also proximity to the equator/tropics.</p> <p>LK – use opportunities from the history topic on changes in modern Britain to look at how land use has changed over time and continues to change in the technological world in which we live.</p> <p>GSF – fieldwork on how Shebbear has changed over time in land useage. Compare modern Shebbear to old using historical maps.</p>

LK – Locational Knowledge

PK – Place Knowledge

HPG – Human and Physical Geography

GSF – Geographical Skills and Fieldwork

In Y3 of the three year cycle, areas can be repeated to re-inforce knowledge and understanding. Teachers will adapt plans so that there is a different emphasis in terms of the subject matter. As an example, the topic on volcanoes and earthquakes could revise what will have already been learnt by some while having a focus on different examples of volcanoes/earthquakes.

## Geography Curriculum Intent

The subject areas covered above are all taken from the Geography National Curriculum. Please refer to the statutory requirements for each area. Please also see the curriculum mapping document and geographical skills progression document.

Our geography curriculum aims to build a strong level of knowledge amongst the children and spark in an interest in learning about both where they live and in the wider world. This second aspect is particularly important given our geographical location. In keeping with our school wide objectives, we aim to ensure all of our children develop a strong understanding of 21<sup>st</sup> century UK and its place in the wider world. Although we are quite remote, we need children to understand how different places differ and how both we and they have changed over time. Similarly, and in keeping with other subjects within our curriculum, we want children to understand their own local area well and understand the wider influences and changing contexts.

Unlike some other curriculum areas, we have largely not adopted a topic based approach. We believe that many aspects of the geography curriculum are best taught discretely but then applied to other learning across the curriculum. An example of this would be locational knowledge which can be applied to topics being covered in history (locating countries involved in WW2, plotting countries in the Roman Empire etc). We think that this gives the children a much greater sense of context to their learning.

The curriculum is developmental starting with our youngest pupils who learn key geographical information, skills and vocabulary to support them as they move in to KS2. It also allows the children to develop an understanding of their local area and where it lies in relation to the rest of the UK and beyond.

As in KS1, the KS2 curriculum centres on lots of repetition (in context) of the four NC areas – Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Field Work. As noted above, much of this is taught through the context of other topics being studied although there are also opportunities for focussed geography topics such as rivers and mountains and a study of certain regions in the UK and Europe. Given the abstract nature of some aspects such as use of OS maps and points of the compass, some very direct teaching is needed to ensure the skills are understood and can then be applied.

Using the accompanying geographical skills development document, we are able to identify key milestones in the children's knowledge and skills development. This can support any changes or adaptations to the planned curriculum to ensure any gaps in knowledge or misconceptions can be re-visited and clarified.

We think that our geography curriculum will give the children a strong, age appropriate, knowledge and understanding of the world. It will help ensure they have a bank of knowledge which can be used across all of their learning and will encourage the children to be curious, inquisitive and have a thirst to find out more as they move on to the next stage of their learning journey.