**GEOGRAPHY**

**INTENT:** "Children with hands-on experience learn to respect the environment."  Sue Clark

Geography is a subject ideally placed to deliver environmental education.  When children experience and understand their environment they will want to protect it.  Geography at The Grove aims to inspire a love of the amazing environment on their doorstep, including the South Devon Area of Outstanding Natural Beauty, the English Riviera UNESCO Global Geopark and Dartmoor National Park. Geography at The Grove has a futures perspective.  We aim to provide children with positive, real-life experiences of addressing issues that are important to them in practical ways.  As we face the biggest environmental challenge our species has ever seen, we seek to equip children by ensuring that they understand climate change and are empowered to take action.

Geography is an art and a science, offering opportunities to study the impact of both human and physical processes on the world around us.  We want children to understand the main physical and human processes that make their environment so special and know how it is changing.

**IMPLEMENTATION:**

We highly value outdoor learning and aim to provide regular opportunities for fieldwork.  Fieldwork immerses children in the environment and makes their learning practical, memorable and motivating.  It gives them a working knowledge of skills such as map reading, field sketching and real life purposes for computing and data handling.

Each unit of work uses place-based examples. These help children to understand geographical concepts and their relevance, as well as helping them to become knowledgeable about the world. Our curriculum engages children by beginning with them, their local area and issues that are relevant to them. It then seeks to widen children's horizons.  They learn about unfamiliar locations, make connections between places and apply ideas they have learnt about their own environment to different settings around the world.  They learn about weather and land-use patterns.  They gain a critical understanding of global issues such as climate change, globalisation, sustainability, trade and biodiversity.  The complexity of these issues are often explored by challenging stereotypes and considering the different viewpoints of various groups of people to the same issue e.g. deforestation.

**IMPACT**

Children are enthusiastic about Geography and have memorable experiences of undertaking fieldwork in a wide range of locations in the surrounding area, both rural and urban. They know what Geography is and why it is important so that they feel inspired to continue with Geography as they progress to secondary school and beyond.  Children leaving The Grove have good geographical knowledge and can give place-based examples that demonstrate their understanding. They have developed a wide range of geographical skills, including reading and making maps and collecting and analysing data in a variety of ways. They are able to debate geographical issues and understand differing viewpoints. Their positive experiences in their local environment give them a sense of ownership and responsibility to care for the places they love. They know about climate change and are empowered to take action to protect the environment.

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| Early Years | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Early Years –Understanding the World |  | To know what a map is. To know the vocabulary pond, field, stream, river, trees, hill, bridge, church.To know that some children in the class have links to different countries and that this has different festivals and climate, language and wildlife, food (countries related to nationalities of children in class).To know that there are 4 seasons and how the weather changes.  | Describe their immediate environment and life in this country and other countries using knowledge from observation, discussion, stories, non-fiction texts and maps.Explore the natural world around them, making observations and drawing pictures of animals and plants.Use a simple picture map to move around classroom, school or Leechwell Gardens. |  |  |
|  | Prior Knowledge | Knowledge | Skills | Next steps | Assessment |
| Year 1-2 Cycle 1ALocal Geography – All Around Us | Know what a map is. Know the vocabulary pond, field, stream, river, trees, hill, bridge, church, house.Know that some children in the class have links to different countries and that this has different festivals and climate, language and wildlife, food (countries related to nationalities of children in class).Know that there are 4 seasons and how the weather changes. DIRECTIONAL LANGUAGE | 1. Know what Geography is and why it is important.2. Know some features of Totnes; castle, factory, shop, River Dart, town, valley.3. Know what an aerial view is.4. Know that maps have different scales.5. Know some simple symbols for a map; river, wood, road, buildings.6. Know how to make a simple map. | Investigate Totnes using aerial photos, maps and fieldwork.Use a camera in the field to help record what is seen.Follow a route on a map .e.g for a school trip.Use aerial photographs to plan perspectives and recognise landmarks and basic human and physical features. Make a basic map, including appropriate symbols and pictures to represent places or features. Use and construct a basic key. | Use O.S. maps.Consider how photos provide useful evidence.Follow a route on an O.S. map.Create a simple scale drawing.Draw your own map.  |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 1-2 Cycle 1BBritain/Plymouth | 1. Know what Geography is and why it is important.2. Know some features of Totnes; castle, factory, shop, River Dart, town, valley.3. Know what an aerial view is.4. Know that maps have different scales.5. Know some simple symbols for a map; river, wood, road, buildings.6. Know how to make a simple map. | 1. Know that Plymouth is a city in Devon.2. Know that Plymouth is in the English Channel, which joins the Atlantic Ocean.3. Know the difference between a town and a city.4. Know that Totnes and Plymouth are linked by train, road and the South West Coast Path and boat.5. Know that Plymouth has a harbour for big boats.6. Know that Plymouth has museums, theatres, a cathedral and a university. | To locate Plymouth on a map.To draw a memory map of Plymouth.Ask and respond to basic geographical questions. Recognise a photo or video as a record of what has been seen or heard.Use geographical language to describe feature or location; city, town, coast, sea, ocean. | To locate other cities in the South West.To present their findings from a field trip.Ask and answer geographical questions using appropriate terminology.Add titles and labels giving date and location information.Use geographical language to describe route and direction (8 compass points). |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 1-2 Cycle 1CWorld Travel Agents (Continents, Oceans, Hot and Cold) Beach trip - Torquay | Know that the English Channel joins the Atlantic Ocean.Totnes and Plymouth are town/city in Devon, England.Know that different places have different temperatures. | 1. Know where Totnes and Plymouth are on a world map.2. Know where Torquay is on a map in relation to Totnes and Plymouth.3. Know the names and locations of the English Channel, North Sea and the Irish Sea.4. Know that cold areas of the world are near the Poles.5. Know that the hot areas of the world are near the Equator.6. Know that Torquay is a holiday destination and why people visit it. | To use a globe to locate Totnes, Plymouth, the Equator and the Poles.To use directional language; near, far, left, right, up, down.Use simple compass directions; North, South, East, West.Express own views about a place, people, environment and location. Give increasingly detailed reasons to support own likes, dislikes and preferences. | To locate the 4 countries of the UK.To use compass directions when describing location.Use an 8 point compass. Link N/S/E/W to degrees on the compass.Analyse evidence and draw conclusions.  |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 1-2 Cycle 2ATotnes Castle | Know what a map is. Know the vocabulary pond, field, stream, river, trees, hill, bridge, church, house.Know that some children in the class have links to different countries and that this has different festivals and climate, language and wildlife, food (countries related to nationalities of children in class).Know that there are 4 seasons and how the weather changes. DIRECTIONAL LANGUAGE | 1. Know what Geography is and why it is important.2. Know where Totnes Castle is in relation to their own home.3. Know that Totnes Castle is on top of a hill and on a river for specific reasons. 4. Know that the number of houses in Totnes has grown over the years and continues to grow.5. Know what a survey is and how to collect data simply.6. Know how to draw conclusions from their survey. | To carry out a small survey e.g. traffic survey or where pupils live. To ask a familiar person prepared questions. To use a proforma to collect data e.g. tally chart. To add detail and labels to a sketch map from an aerial photo. | Collect, record and present findings from field trips. Use a simple database to present findings from fieldwork. Analyse evidence and draw conclusions. Identify and explain different views of people, including themselves, to geographical issues. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 1-2 Cycle 2BTravel Agents(UK Countries and Capital Cities) | Know what Geography is and why it is important.Know where Totnes Castle is in relation to their own home.Know that some children in the class have links to different countries and that this has different festivals and climate, language and wildlife, food (countries related to nationalities of children in class). | 1. Know where Totnes is on a map of the British Isles.2. Know that Totnes is in Devon, which is in England. 3. Know the names and locations of the four countries of the UK.4. Know what a capital city is.5. Know what the 4 capital cities of the UK are.6. Know some of the features of the 4 capital cities of the UK; Edinburgh Castle, Buckingham Place, Cardiff Arms Park Stadium, Belfast Docks. | Observe and record in different ways e.g. sketches, diagrams, ICT.Ask geographical questions e.g. Where is this place, what is it like to live in this place, how has it changed?Recognise how places have become the way they are exploring patterns and processes (ie access to sea, Royalty, industry, sport).  | Consider what a place might be like in the future.Identify and explain different views of people, including themselves to geographical issues. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 1-2 Cycle 2CSydney | Know where Totnes is on a map of the British Isles.Know that Totnes is in Devon, which is in England. Know the names and locations of the four countries of the UK.Know what a capital city is. | 1. Know the difference between a country and a continent. 2. Know the names and locations of the world’s seven continents.3. Know that Sydney is the capital city of Australia.4. Know where Sydney is on a map.5. Know some physical and human characteristics of Sydney; by the sea, Harbour Bridge, Opera House, different time zone.6. Know the names and locations of the world’s five oceans. | Add detail to a sketch map from an aerial photograph. Use maps of different scales. To use directional language; near, far, left, right, up, down.Use simple compass directions; North, South, East, West. | Draw a sketch map from a high viewpoint.Use geographical language to describe route and direction. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 1AExeter and Devon | Know where Totnes is on a map of the British Isles.Know that Totnes is in Devon, which is in England. Know the names and locations of the four countries of the UK.Know what a capital city is.Know what the 4 capital cities of the UK are.What is geography and why is it important. | 1. Know what geography is and why it is important, especially with reference to human activities.2. Know that the World’s climate is on average getting warmer.3. Know that sea levels are on average getting higher.4. Know what a flood is and what causes it (high rainfall, high tides, rising sea levels).5. Know that Exeter has flood defences to protect it from flooding.6. Know that flooding influences human activities; building new homes. | Follow a route on a map with some accuracy. To recognise and use some OS map symbols (water, road, rail, buildings, woodland and beach) and understand the importance of a key.Identify features on an aerial photograph, digital or computer map.Draw and analyse field sketches and sketch maps. | Follow a route on maps of different scales with some accuracy.To recognise that contours denote the height of the land.Compare maps with digital photographs.Evaluate the quality of evidence collected and suggest improvements. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 1BGreek Islands | Know where Totnes is on a map of the British Isles.Know the difference between a country and a continent. Know the names and locations of the world’s seven continents.Know the names and locations of the world’s five oceans. | 1. Know the names and locations of Greece, Crete, Corfu and Rhodes on a map.2. Know that the Greek islands are in the Mediterranean Sea, which is connected to the Atlantic Ocean.3. Know that the sea is instrumental in the movement of goods and people.4. Know that the Greek islands have changed over time; specifically a rise in tourism in the last 100 years.5. Know that transport links have changed over time from Ancient Greek ships to budget airlines.6. Know what produce is produced on the islands; olive oil, capers, split peas. | To use a range of maps with a variety of scales to locate places, identify features and follow routes.To express their own views, analysing evidence and drawing conclusions.To identify and explain different views of people, including themselves, to geographical issues.To become familiar with geographical vocabulary; industry, transport, land use, produce. | Use lines of latitude and longitude on maps.Give increased detail of view and justification.To become familiar with geographical vocabulary; settlement, urban, rural, sustainability. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 1CYellowstone National Park | Know where Totnes is on a map of the British Isles.Know the difference between a country and a continent. Know the names and locations of the world’s seven continents.Know the names and locations of the world’s five oceans.To know that humans use the land in different ways, including agriculture, residential and leisure activities. | 1. Know where Yellowstone National Park is and locate it on a map.2. Know what a National Park is and what it is used for; both conservation and leisure.3. Know what a volcano is.4. Know about the magma chamber, main vent, crater, lava and secondary vent.5. Know what a super-volcano is.6. Know what the outcome would be of a super-volcano eruption.  | Consider how photos provide useful evidence.Locate a position of a photo on a map. Ask geographical questions; Where is this location? What do you think about it? What is this landscape like? What will it be like in the future?Analyse evidence and draw conclusions.  | Use photographic evidence in their investigations. Evaluate the usefulness of images. How has this landscape changed? What made it change? Analyse increasingly complex evidence and draw conclusions considering the impact of findings on people and everyday life. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 2ATotnes and Dartmoor | Know where Totnes, Torquay and Plymouth are on a map of the British Isles. Know that these places are in Devon, England.Know the four countries of the UK and their capital cities.Some children will know what a National Park is and what they are used for; conservation and leisure (depending on cycles – Yellowstone).  | 1. Know what Geography is and why it is important, especially with reference to human activities.2. Know where Dartmoor is, that it is a National Park and what it is used for; agriculture, water resource, conservation and leisure.3. Know how to use a map to follow a route accurately.4. Know that the rock on Dartmoor is predominately granite.5. Know some of the features of Dartmoor; tors, reservoirs, bogs, rivers.6. Know how to use the 8 points of a compass.  | Make a map of a short route with features in order.Use standard symbols and understand the importance of a key. Recognise and use O.S. map symbols. Draw a sketch map from a high viewpoint.Create a simple scale drawing of Bowman’s Nose. Draw annotated sketch from observation including descriptive/explanatory labels and indicate direction.Begin to match boundaries; the boundary of Dartmoor National Park on UK and Devon map. | Draw a variety of thematic maps based on their own data.Use contours to accurately define the topography of the landscape. Draw plans of increasing complexity.Evaluate their sketch against set criteria and improve it.  |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 2BRome | Know the seven continents and five oceans of the world. Know the difference between a country and a continent.Know what a capital city is. | 1. Know where Italy is within Europe, (including Russia) and that Rome is the capital city of Italy.2. Know some of the physical features of Italy; seas, mountains, coasts, rivers, climate.3. Know where Rome is in Italy and explore land use patterns in the surrounding area. 4. Know about the key trade links and how they have developed over time.5. Know how settlement and land use in Rome has changed over time.6. Know what a survey is, how to collect and present data.  | Construct and complete a questionnaire.Collect, record and present findings from fieldtrips.Use a simple database to collect findings from fieldwork.Ask geographical questions; Where is this location? What would it be like to live here? What is this landscape like? What will it be like in the future? | Use graphs to display data collected.Select appropriate methods for data collection, such as interviews.Ask geographical questions; How has this landscape changed? What made it change? How is it changing and what patterns can you see? |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 3-4 Cycle 2CCalifornia and the San Andreas Fault | Know the seven continents and five oceans of the world.Knowledge of Yellowstone (depending on cycles).Know about land use patterns, trade links and how they have developed over time in and around Rome.Know how settlement and land use in Rome has changed over time. | 1. Know where California is and where the San Andreas Fault is.2. Know what a fault line is.3. Know that earthquakes are caused by movement in the fault.4. Know what an epicentre is.5. Know what the Richter scale is and that earthquakes are measured in magnitude.6. Know that San Francisco experienced significant earthquakes in 1906 and 1989.  | Use 4 figure compasses and letter number coordinates to identify features on a map. Then begin to use 8 figure compass and 4 figure grid references.Add titles and labels to photographs, giving date and location information. Ask and answer geographical questions using appropriate terminology; magnitude, Richter, epicentre. | Use 8 figure compass and 6 figure grid references accurately.Use photographic evidence in their investigations. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 5-6 Cycle 1ALondon | Know the 4 countries of the UK and their capital cities. Know what a capital city is and some common landmarks of London; Buckingham Palace.Know why some settlements are where they are; Plymouth, Torquay, Exeter, capital cities of UK, Rome, California, Sydney. Know that the World’s climate is on average getting warmer.Know that sea levels are on average getting higher.Know what a flood is and what causes it (high rainfall, high tides, rising sea levels).Know that Exeter has flood defences to protect it from flooding.Know that flooding influences human activities; building new homes. | 1. Know what Geography is and why is it important, especially with reference to competing interests between humans and wildlife.2. Know how to analyse aerial photographs to recognise features and estimate heights.3. Know that cities have general structures involving a central business district (Burgess and Hoyt models).4. Know that the Thames Barrier protects London from flooding.5. Know that stylised maps may not represent the actual geography (Tube map vs O.S. map).6. Know the major landmarks of London; London Eye, Millenium Dome, Houses of Parliament, Tower Bridge, Tower of London.  | Follow a route on an O.S. map, describing features you would encounter.Compare maps with aerial photos.Select a map for a specific purpose.Draw a variety of thematic maps based on their own data.Analyse increasingly complex evidence and draw conclusions, considering the impact of findings on people and everyday life. | Understand how human and physical processes interact to influence and change landscapes, environments and the climate and how human activity relies on effective functioning of natural systems.Interpret O.S. maps, including using grid references and scale, topographical and other thematic mapping and aerial and satellite photographs. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 5-6 Cycle 1BThe Alps | Know the seven continents of the world.Know some countries in Europe (Rome, Greece).Know that the World’s climate is on average getting warmer.Know that sea levels are on average getting higher.Know what a flood is and what causes it (high rainfall, high tides, rising sea levels).Know that Exeter and London have flood defences to protect them from flooding.Know that flooding influences human activities; building new homes.Know what Geography is and why is it important, especially with reference to competing interests between humans and wildlife. | 1. Know where the Alps are; major countries, Europe.2. Know the major mountain ranges in Europe and the countries they are in.3. Know the main characteristics of a montane environment; climate, seasons, wildlife.4. Know what a glacier is and how it moves.5. Know that glaciers are under threat from climate change. 6. Know that there are competing interests between humans and wildlife.  | Ask geographical questions; How has this landscape changed? What made it change? How is it changing? What patterns can you see?To become familiar with geographical vocabulary; settlement, urban, rural, land-use, sustainability.Find and recognise places on a map on different scales.Begin to use Atlases to find out different information; temperature.Use lines of longitude and latitude on maps. | Understand, through the use of detailed place-based exemplars, at a variety of scales, the key processes in; weather and climate, including the change in climate from ice-age to the present; and glaciation, human geography relating to population and urbanisation and the use of natural resources. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 5-6 Cycle 1CCanada | Know the seven continents of the World.Know hot and cold areas of the globe; Poles, Equator.Know that Sydney is in a different time zone to the UK.Know the main characteristics of a montane environment; climate, seasons, wildlife.Know what a glacier is and how it moves.Know that glaciers are under threat from climate change. Know that there are competing interests between humans and wildlife.   | 1. Know the position and significance of the Equator, latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.2. Know where Canada is on maps of different scales and that Canada has distinct regions with varied climates.3. Know the position and significance of the Prime/Greenwich Meridian and time zones (day and night).4. Know how the climate differs between Churchill and Totnes.5. Know why the climate differs between Churchill and Totnes.6. Know that the Atlantic Conveyor (Gulf Stream) is at risk from climate change.  | Identify and explain different views of people, including themselves, to geographical issues.Give increased detail of view, justification – detailed reasons influencing views. To become familiar with geographical vocabulary; equator, latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones. | Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and the field.To become familiar with geographical vocabulary; international date line. |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps | Assessment |
| Year 5-6 Cycle 2AWales and Scotland | Know the names and locations of the four countries of the UK.Know what a capital city is.Know what the 4 capital cities of the UK are.Know some of the features of the 4 capital cities of the UK; Edinburgh Castle, Buckingham Place, Cardiff Arms Park Stadium, Belfast Docks. | 1. Know what Geography is and why is it important, especially with reference to competing interests between humans and wildlife.2. Know the 4 countries of the UK, their capital cities and the second major cities of Wales and Scotland.3. Know how to collect information about rainfall ie rainfall gauge.4. Know that precipitation varies between Wales, Scotland and their local environment. 5. Know why precipitation varies between Wales, Scotland and the local environment.6. Know that data can be presented in different ways. | Draw a sketch map using symbols and keys and draw plans of increasing complexity.Select appropriate methods for data collection. Use a database to interrogate information collected.Use graphs to display data correctly.Evaluate the quality of data collected and select improvements. | Collect, analyse and communicate with a range of data gathered through experiences of field work that deepen their understanding of geographical processes.Understand how human and physical processes interact to influence and change landscapes, environment and the climate; and how human activity relies on effective functioning of natural systems. |  |
|  | Prior Knowledge | Knowledge | Skills | Next steps | Assessment |
| Year 5-6 Cycle 2BRiver Dart | Know what a flood is and what causes it (high rainfall, high tides, rising sea levels).Know that Exeter has flood defences to protect it from flooding.Know that flooding influences human activities; building new homes.Know where Dartmoor is, that it is a National Park and what it is used for; agriculture, water resource, conservation and leisure.Know that the rock on Dartmoor is predominately granite.Know some of the features of Dartmoor; tors, reservoirs, bogs, rivers.Know that the Thames Barrier protects London from flooding. | 1. Know that the River Dart flows from Dartmoor to Dartmouth via Totnes.2. Know the common features of most rivers; source, mouth, estuary and know that the weir is the upper extent of the estuary.3. Know that salinity differs above and below the weir and that it can be measured using a hydrometer. 4. Know what a meander is and how an ox bow lake forms.5. Know what a drainage basin is.6. Know that Totnes is where it is because of its location on the esturary. | Use O.S. maps and understand atlas symbols. Use sketches as evidence in an investigation.Evaluate their sketch against set criteria and improve it.Annotate sketches to describe and explain geographical processes and patterns.Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.Use photographic evidence in their investigations and evaluate the usefulness of images. | Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data using multiple sources of increasingly complex information.Use geographical information systems (GIS) to view, analyse and interpret places and data.  |  |
|  | Prior Knowledge | Knowledge | Skills | Next Steps |  |
| Year 5-6 Cycle 2CChile | Know the difference between a country and a continent. Know the names and locations of the world’s seven continents and five oceans.Know that the sea is instrumental in the movement of goods and people.Know that the Greek islands have changed over time; specifically a rise in tourism in the last 100 years.Know that transport links have changed over time from Ancient Greek ships to budget airlines.Know what produce is produced on the islands; olive oil, capers, split peas.Know what Geography is and why is it important, especially with reference to competing interests between humans and wildlife. | 1. Know where Chile is, what oceans border it and the capital city and key physical features; Atacama Desert, Andes Mountain Range.2. Know that the physical geography influences agriculture in terms of what is grown and where.3. Know what a desert is ie a place with very little precipitation and that the Atacama Desert is expanding southwards towards Santiago. 4. Know how the expansion of the desert will impact local people and wildlife.5. Know that personal actions have a global impact ie carbon footprint.6. Know that climate change can only be solved through global cooperation. | Use an 8 figure compass and 6 figure grid references accurately.Express own views, analysing increasingly complex evidence and drawing conclusions considering the impact of findings on people and everyday life.Identify the different views of other people to geographical issues and explain the factors that influence these views in detail. Communicate in different ways appropriate to task and audience. | Understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. |  |