

Geography @ Warton Nethersole's School



Curriculum Statement: Our curriculum is very closely linked to our vision "Be Courageous. Be Strong. Do Everything with love." and this is at the centre of our curriculum design. Our curriculum focusses on being knowledge rich and builds on previous learning to ensure that children know more and remember more. We have a carefully planned set of knowledge and experiences for our children that ensures high expectations that challenge and develop every child's personal skillset. It is vital to us that our children have an inclusive curriculum that celebrates diversity and 'brings the world to Warton'.

Vision: We have designed our own Geography curriculum, which is based on the National Curriculum, to guide progression in knowledge and skills over time so that when our children leave us in Year 6, they are ready for the next step in their education at secondary school.

Our priority with our Geography curriculum is to ensure that children are aware of the world. We have a school and a village which lacks diversity in many senses of the word and so we see our curriculum- especially in Geography- as a window to lives that are different to ours.

At Warton, our children begin to learn about their locality; carefully exploring human and physical geographical features through fieldwork based in our school, our church and our village. Children then build upon their knowledge by comparing their life in this locality to other parts of the United Kingdom and the rest of the world. As children grow and move through school, they will build upon their knowledge and deepen their understanding. Geography teaching motivates children to find out about the human and physical world and enables them to recognise the importance of care and responsibility for the quality of the natural and human environment in a changing world.

The intention of the geography curriculum is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

Disciplinary Threads

- ✓ Mapwork
- ✓ Geographical Enquiry including Fieldwork
- ✓ Similarity & Difference
- ✓ Cause & Consequence

Resources

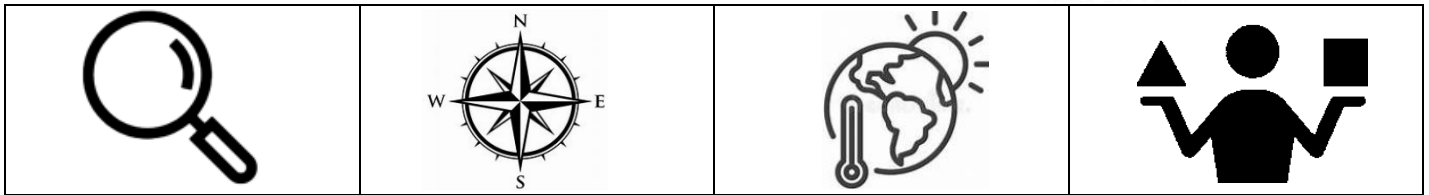
- High Quality texts which are subject specific and age appropriate
- High Quality texts used in English lessons to compliment geography lessons
- A range of sources including maps, atlases, globes and photographs
- Visits and visitors to school

Substantive Threads

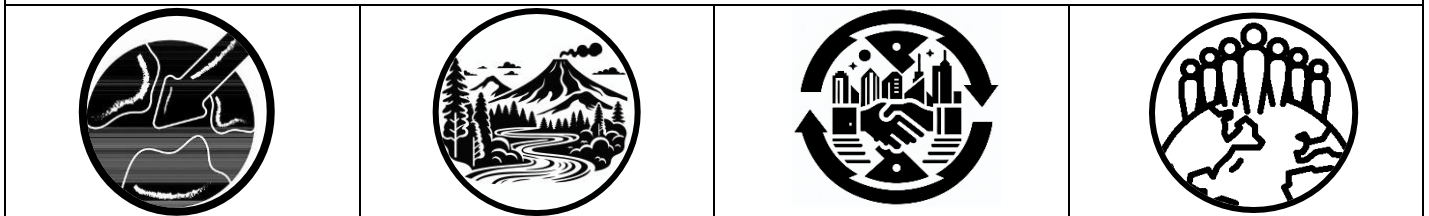
- ✓ Place Knowledge
- ✓ Physical Geography
- ✓ Human Geography
- ✓ Global Citizenship

2024 Priorities (SIP)

- Increased clarity on substantive and disciplinary knowledge progression
- Explicit endpoints for each lesson and unit
- Increased retention and recall of knowledge and skills for pupils



Geography @ Warton Nethersole's School



Implementation: In order to ensure that our children 'know more, remember more and do more' our lessons have a focus on key questions, which we work together to investigate and answer throughout the unit of work. We also ensure a high focus on vocabulary and use weekly exit tickets to assess pupil's knowledge and address misconceptions as well as recap key facts the following week.

We have a focus on 'making connections' through our lesson planning format, which includes clear and focussed retrieval activities. Geography is taught on a weekly basis, every other term and therefore the first week of each geography unit is a recap week for gaps from the previous geography unit's assessment as well as a recap of key knowledge. We feel that this helps again to ensure that pupils 'know more, remember more and do more'.

In September 2024, for the first time, we are a one form entry school- with no mixed age classes. We have a carefully planned sequence of geography lessons and themes that build upon each other in order to ensure challenge, skill development and deepening of knowledge threads.

Implementation – Curriculum Structure

Geography is taught for 3 half terms throughout each academic year.

Each year group has one of the following elements within their curriculum and these are then developed across every group:

Curriculum Structure	Case Study	Mapping the World- Planet Earth	Our Changing World
Content	A depth study of a focus country including location, physical and human features and geographical comparison.	A depth study on a key feature of Planet Earth.	A depth study on a relevant global challenge facing the world today with a focus on climate change.

Supporting all Pupils in Geography

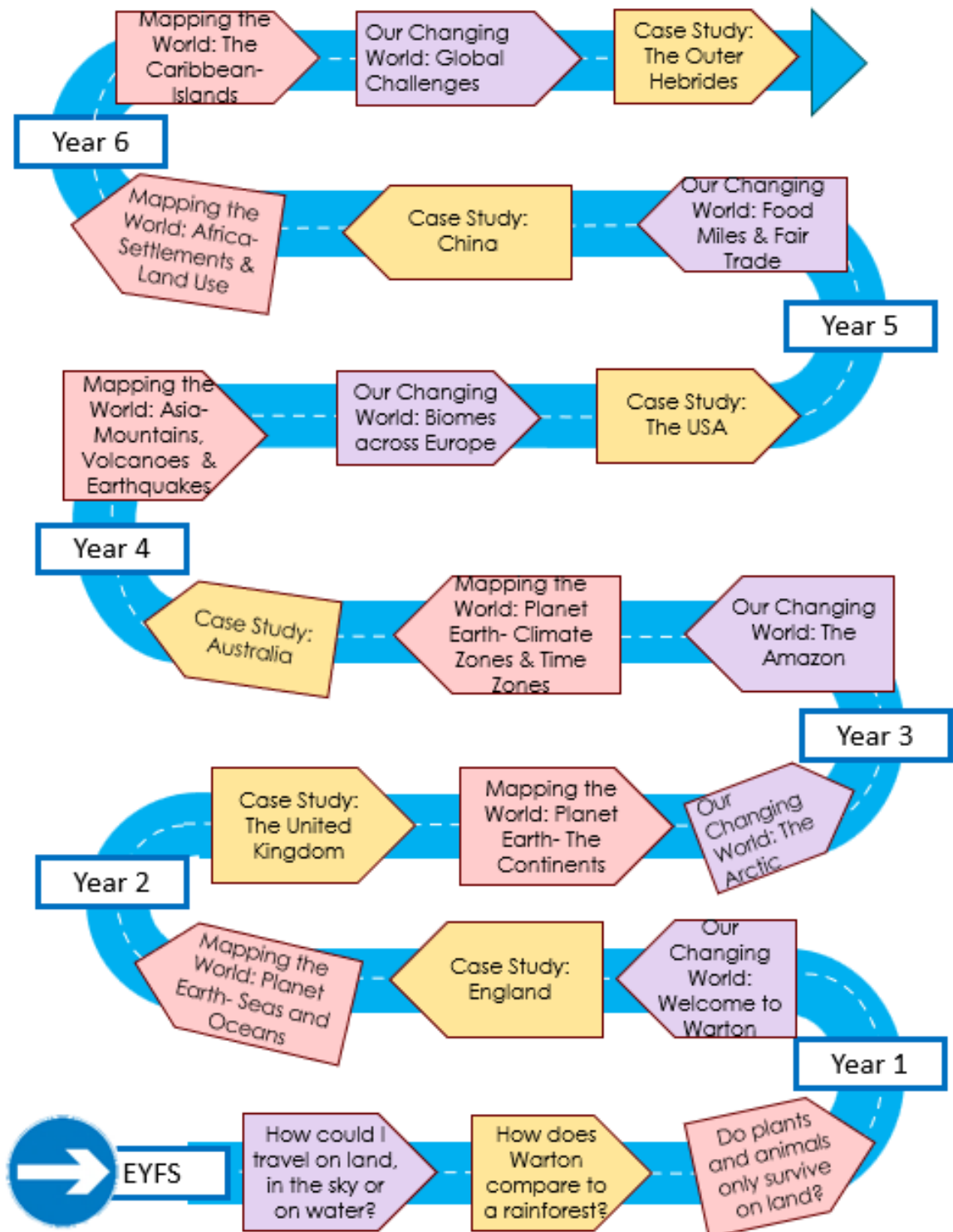
Through quality first teaching and a series of adaptive teaching strategies, we ensure that all pupils can access our geography curriculum. This may be through modifying text excerpts or use of alongside copies, pre teaching or targeted adult support. We ensure that all children can access key learning and complete essential learning activities in a way that is meaningful to them.



Implementation – Planning & Lesson Structure

We have a clear pedagogical approach to our planning and lesson structure at Warton. The medium-term planning for geography is set out to ensure ease of transfer from planning to teaching in order to ensure clear opportunities for recall and retention, clear knowledge and skills outcomes as well as specific assessment opportunities.

Planning / Lesson Structure	Key Question	Retrieval	Key Knowledge-linked to Substantive Knowledge	Learning Opportunity	Key Skills -linked to Disciplinary Knowledge	Key Vocabulary	Exit Ticket
		"Let's Recap"	"Let's Learn"	"Let's Work"			"Let's Check"





National Curriculum Coverage Key Stage One			
National Curriculum Area of Study	Year Group	Subject	Unit of Work
name and locate the world's seven continents and five oceans	1	Geography	Mapping the World- Planet Earth: Seas and Oceans
	2	Geography	Case Study: The United Kingdom
	2	Geography	Mapping the World- Planet Earth: The Continents
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	1	Geography	Case Study: England
	2	Geography	Case Study: The United Kingdom
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	1	Geography	Our Changing World- Welcome to Warton
	2	Geography	Our Changing World – The Arctic
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	1	Geography	Case Study: England
	2	Geography	Our Changing World – The Arctic
	2	Geography	Mapping the World- Planet Earth: The Continents
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	1	Geography	Our Changing World- Welcome to Warton
	1	Geography	Case Study: England
	2	Geography	Case Study: The United Kingdom
	2	Geography	Our Changing World – The Arctic
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	1	Geography	Mapping the World- Planet Earth: Seas and Oceans
	1	Geography	Case Study: England
	2	Geography	Case Study: The United Kingdom
	2	Geography	Mapping the World- Planet Earth: The Continents
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	1	Geography	Our Changing World- Welcome to Warton
	2	Geography	Case Study: The United Kingdom
use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	1	Geography	Our Changing World- Welcome to Warton
	1	Geography	Case Study: England
	2	Geography	Case Study: The United Kingdom
	2	Geography	Our Changing World – The Arctic
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	1	Geography	Field Work Trip around the village Focus: Types of houses Focus: Physical and Human Features Focus: local landmarks



National Curriculum Coverage Key Stage Two

Many areas of the national curriculum are studied in all units, the units outlined below are identified when the NC area is a significant focus

National Curriculum Area of Study	Year Group	Subject	Unit of Work
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	3	Geography	Case Study: Australia
	4	Geography	Case Study: The USA
	5	Geography	Case Study: China
	6	Geography	Case Study: The Outer Hebrides
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	2	Geography	Case Study: The United Kingdom
	3	Geography Counties and cities of the UK	Mapping the World: Climate Zones and Time Zones
	5	Geography	Our Changing World: Food Miles & Fairtrade
	6	Geography	Case Study: The Outer Hebrides
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	3	Geography	Mapping the World: Climate Zones and Time Zones
	4	Geography	Mapping the World: Asia- Mountains, Volcanoes and Earthquakes
	5	Geography	Mapping the World: Africa- Settlements and Land Use
	6	Geography	Mapping the World: Caribbean- Islands
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	3	Geography	Case Study: Australia
	4	Geography	Case Study: The USA
	5	Geography	Case Study: China
	4	Geography	Our Changing World: Biomes across Europe (inc. Northern Norway -Polar Climate Zone / Tundra Biome contrasted to Sherwood Forest- Temperate Climate Zone / Woodland Biome)
	6	Geography	Case Study: The Outer Hebrides
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	3	Geography Rivers / Biomes	Our Changing World: The Amazon
	3	Geography Climate Zones	Mapping the World: Climate Zones and Time Zones
	4	Geography Biomes	Our Changing World: Biomes across Europe
	4	Geography Mountains/ Volcanoes / Earthquakes	Mapping the World: Asia- Mountains, Volcanoes and Earthquakes
	4	Science The Water Cycle	States of Matter
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	5	Geography	Our Changing World: Food Miles & Fairtrade
	5	Geography	Mapping the World: Africa- Settlements and Land Use
	6	Geography	Our Changing World: Global Challenges Settlement and Land Use / Movement of People
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	This is a feature of all geography units across KS2		
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the	3	Geography	Mapping the World: Climate Zones and Time Zones
	6	Geography	Mapping the World: Caribbean- Islands
	6	Geography	Case Study: The Outer Hebrides



United Kingdom and the wider world			
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	3	Geography	Field Work Local Visit What are the characteristics of streams in Warton? Focus: Features of a river or stream Focus: Pollution and Litter Focus: Sketch Maps
	5	Geography	Field Work Local Visit What is grown and reared in our local area? Focus: Crops and Animals linked to food miles Focus: Impact of village expansion Focus: Collating data on new housing

Fieldwork	
While our classes all have regular trips and visits, both in our local area and beyond, that our children can develop their geographical knowledge within, the year groups below have a focussed learning visit which explicitly incorporates geographical fieldwork.	
Reception	How do we get to the church?
Year 1	What can you find in Warton? <i>Physical and Human Features (Key Features)</i>
Year 3	What are the characteristics of the streams in Warton? <i>Physical and Human Features (River Systems and Pollution)</i>
Year 5	What is grown and reared in our local area? <i>Physical and Human Features (Land Use and Food Miles)</i>

Substantive and Disciplinary Knowledge

Substantive and disciplinary knowledge are broken down into 4 main categories each as outlined below. Knowledge is carefully selected according to the above categories, and revisited across multiple units of study and in multiple year groups. The number of disciplinary threads are revisited across the school in order to limit cognitive overload and ensure depth of interleaving is used to ensure content is returned to on several occasions, therefore ensuring more of it is remembered for longer. Interleaving involves teaching subject content not in a continuous block, but in chunks which pupils revisit over time. This approach helps embed new learning in long-term memory, through the act of repetition. Repetition for learning is not simply about replicating previous lessons; it involves the act of retrieving previously learnt knowledge and then developing it.

An example of this is through the substantive area of 'Place Knowledge' and the pupil's developing knowledge of The Arctic:

Year 1: Seas and Oceans - The Arctic Ocean- location, weather and temperature

Year 2: The Arctic- Region, Physical Features such as glaciers and fjords, location, people, tribal settlements

Year 4: Biomes across Europe – The Tundra of Northern Norway, Polar Climate Zone

A second example is through physical geography and the developing understanding of types of homes

Year 1- Welcome to Warton- Types of home including terraced, bungalow, flat, detached

Year 2- The Arctic – The tribal settlement of The Sami in Norway

Year 3- Australia – The tribal settlement of The Anangu compared to housing in Sydney

Year 4- Asia- Mountains, Volcanoes and Earthquakes How houses are affected by natural disaster and how they are adapted

Year 5- Africa-Settlements & Land use - How housing is different across a country – village / town / city in Kenya

Year 6- Global Challenges – How people move their house to different countries and why (refugeeism and migration)

Memory, Schemata and Assessment





Knowledge is further embedded via the study of carefully selected texts in English, many of which complement the substantive knowledge covered. The fiction texts read in English, provide pupils with an opportunity to apply the factual knowledge gained during geography lessons. Opportunities to apply substantive knowledge across multiple subjects are purposely planned (as above).

We use our Five-part Model lesson structure for our geography lessons. These are designed with spaced practice at the heart of them. Spaced practice refers to a study schedule that involves studying material over a period of time, with breaks in between, to promote better retention of information. Across a unit of geography, children are provided with many opportunities to revisit and revise key learning, including:





- The use of carefully planned recap activities at the start of a unit, and again at the start of each lesson which covers key knowledge from the previous unit or lesson
- Geography working walls summarise key learning for each question within a unit and explicitly define key vocabulary
- Each lesson ends with a low-stakes exit-task quiz that returns to the key knowledge covered in the lesson
- End-of-unit exit tickets are used as a summative assessment tool which involves a variety of questioning techniques and targets key learning
- At the start of the next unit, children return to their learning and recap key knowledge and any gaps from exit tickets are addressed.







Ambition for Disciplinary Knowledge in Geography

Disciplinary Knowledge				
	Geographical Enquiry inc. Fieldwork	Mapwork	Cause & Consequence	Similarity & Difference
Warton Definition	<ul style="list-style-type: none"> -Ask and Answer geographical questions. -Interrogate sources to construct substantiated, informed, valid conclusions. -Use fieldwork to observe, measure, record and present. 	<ul style="list-style-type: none"> -Use maps, atlases and globes to identify and locate places and characteristics. -Create and construct maps and describe routes including with compass directions. -Use a range of methods to locate places ranging from OS Grid references to What 3 Words. 	<ul style="list-style-type: none"> -Identify chains of events and developments across the globe. -Discern the 'why' and 'what' of physical and human geography. -Identify, examine and analyse reasons, consequences and outcomes. -Reflect on and empathise with the impact on people and communities. 	<ul style="list-style-type: none"> -Describe and explain the similarities and differences between people, groups, experiences or places.
Frequency in curriculum	18	18	9	15



Year Group	Disciplinary Knowledge				
		Geographic Enquiry inc. Fieldwork	Mapwork	Cause & Consequence	Similarity & Difference
1	Our Changing World: Welcome to Warton				
1	Case Study: England				
1	Planet Earth: Seas and Oceans				
2	Case Study: The UK				
2	Planet Earth: The Continents				
2	Our Changing World: The Arctic				
3	Our Changing World: the Amazon				
3	Planet Earth: Climate Zones and Time Zones				
3	Case Study: Australia				
4	Planet Earth: Mountains, Volcanoes & Earthquakes (Asia)				
4	Our Changing World: Biomes				
4	Case Study: The USA				
5	Our Changing World: Food Miles and Fair Trade				
5	Case Study: China				
5	Planet Earth: Settlements and Land Use (Africa)				
6	Planet Earth: Caribbean Islands				
6	Our Changing World: Global Challenges				
6	Case Study: Outer Hebrides				







Ambition for Substantive Knowledge in Geography				
Substantive Knowledge				
	Place Knowledge	Physical Geography	Human Geography	Global Citizenship
Warton Definition	-Know about the location of a variety of places. -Describe key characteristics of these places.	-Know that physical geography is the world's natural features -Describe and understand key aspects including: climate zones, biomes, rivers, mountains, volcanoes and earthquakes.	-Know that human geography is the activity of people and their impact on Planet Earth. -Describe and understand key aspects including: types of settlement, land use, economic activity and trade.	-Describe the challenges facing our world. -Know how this is being tackled across the world. -Make personal changes to daily life that can positively impact on the challenge.
Frequency in curriculum	18	18	18	8

Curriculum Clarity		
In some areas of core knowledge there are many sources of information that differ and can be inconsistent. In order to ensure consistency these are outlined below:		
Theme	Knowledge	Source
Climate Zones	Tropical climates Dry climates Temperate climates Continental climates Polar climates	Climate zones - Met Office
Biomes that we use	Rainforests Deserts Savannah Woodlands Grasslands Tundra	Biomes - BBC Bitesize



Substantive Knowledge in Geography

Year Group	Substantive Knowledge				
		Place Knowledge	Physical Geography	Human Geography	Global Citizenship

Key Stage 1





1	Our Changing World: Welcome to Warton	Warton	Stream	Church/ School Types of Houses Shop Village Hall	How can we welcome new people in our expanding village?
1	Case Study: England	Warton London	River (Thames)	Church/ School Types of Houses Shops / Landmarks Village / City	
1	Mapping the World: Planet Earth-Seas and Oceans	The Arctic Ocean	Seas Oceans Climate	Trade Travel Leisure	
2	Case Study: The United Kingdom	Warwickshire England, Wales, Scotland and Northern Ireland	Woodland (Dordon) River (Avon) Lake (Middleton) Mountains	Church Landmarks Transport inc. Ports Village/ Town/ City/ County	
2	Mapping the World: Planet Earth- The Continents	The Seven Continents Europe	Climate Climate Zones	Cities	
2	Our Changing World: The Arctic	The Arctic	Seas / Oceans / Rivers Glacier / Fjord Climate	City / Tribal Settlement (Sami)	How can we protect our environment from climate change?

Key Stage 2

3	Our Changing World: The Amazon	The Amazon Rainforest The Amazon River	Climate Zones Rainforest Biome River (Amazon)	Tribal Settlement (Yanomamo) Deforestation Impact of deforestation	How do climate change and deforestation link and what can I do to prevent it?
3	Mapping the World: Planet Earth- Climate Zones and Time Zones	England (Temperate NH +0) New Zealand (Temperate SH +12) Kenya (Tropical NH/SH +3)	Climate Zones	Types of Houses Farming / Land Use	
3	Case Study: Australia	Australia	Climate Zones Physical Landmarks Desert	Cities Landmarks Tribal Settlement (Anangu)	
4	Mapping the World: Asia- Mountains, Volcanoes & Earthquakes	The Seven Continents Ring of Fire	Mountains Volcanoes Earthquake Tsunami	Displacement Environment Refugees Positive and Negative impact i.e. land use, tourism	How do natural disaster affect people and is there a way we can help?
4	Our Changing World: Biomes across Europe	Northern Norway -Polar Climate Zone / Tundra Biome Sherwood Forest- Temperate Climate Zone / Woodland Biome	Climate Zones Biomes (Tundra / Woodland) Flora & Fauna	Types of Houses Land Use Impact of climate change	How does climate change impact people and the way they live? How can I make changes to prevent climate change?
4	Case Study: The USA	The USA California	Climate Zones Physical Landmarks Canyon, Mountain, Coast	Village / Cities / States Landmarks Tourism	



Substantive Knowledge in Geography

Year Group	Substantive Knowledge				
		Place Knowledge	Physical Geography	Human Geography	Global Citizenship
Key Stage 2					
5	Our Changing World: Food Miles & Fair Trade	England Ivory Coast	Climate Zones Natural Resources	Land Use Farming / Trade Impact of Climate Change Distribution of Natural Resources	Is the distribution of natural resources fair? How can I help people who might not have enough?
5	Case Study: China	China Beijing	Climate Zones Physical Landmarks River (Yangtze) /Mountain	Village / City Landmarks	
5	Mapping the World: Africa- Settlements and Land Use	Maasai Settlement (Village) Kimilili, Kenya (Town) Nairobi, Kenya (Capital City)	Climate Zones National Park Mountain (Kenya)	Types of houses (in a...) Village / Town / City Farming / Trade Impact of Climate Change	How are people in Kimilili affected by Climate Change? How might my charity fundraising for Kimilili help people in Kenya?
6	Mapping the World: The Caribbean - Islands	Caribbean Islands Jamaica	Climate Zones Physical Landmarks Islands Mountains Harbour Coral Reef Rover	Fort / Plantation Population Tourism Landmarks Movement of People	
6	Our Changing World: Global Challenges	France into England Mexico into The USA	Islands Physical causes of migration Desert / Sea	Human impact Refugeeism / Migration Positive & Negative Impact Borders	How are migrants and immigrants supported in the UK? How was Tamworth a part of the summer riots and how can I help people affected?
6	Case Study: Outer Hebrides	Outer Hebrides	Climate Zones Islands Coast / Beach / Cliff	Settlements Land Use / Tourism Types of Houses	




Books in Geography

Our geography curriculum has clear links with English, particularly with our reading and writing curricula where a range of high-quality reading texts engage pupils, develop their understanding of scientific concepts and develops pupils' 'Cultural Capital'. Writing opportunities are planned into our curriculum including learning about people who have shaped the world we live in through biographical writing. We also have a range of high-quality texts linked to geography units that are explored for either whole class reading for pleasure or as a non-fiction research text.

	Year 6 Who are refugees and Migrants? Michel Rosen		Year 2 Maps of The United Kingdom		Reception First Big Book of things that go
	Year 5 Fair Trade		Year 2 What A Waste Jess French		Acorns Saplings (3-4) My First Seasons
	Year 5 Africa is not a Country Mark Melnicove		Year 2 Bee & Me Alison Jay		Acorns Saplings (3-4) First Facts: Planet Earth
	Year 5 Greta's Story Valentina Camerini		Year 1 The Big Book of the UK		Acorns Seedlings (2YO) Polar Bear, Polar Bear, What do you Hear?
	Year 4 Everything Volcanoes & Earthquakes		Year 1 Seas and Oceans		Acorns Seedlings (2YO) Busy London
	Year 3 The Great Kapok Tree		Year 1 Tree		
	Year 3 Australia		Reception Is the Blue Whale the Biggest Thing There is? Robert Eells		




	<p style="text-align: center;">Geographical Enquiry inc. Fieldwork</p> <p>-Ask and answer geographical questions. -Interrogate sources to construct substantiated, informed, valid conclusions. -Use fieldwork to observe, measure, record and present.</p>
<p>Saplings</p>	<p>-Ask and answer questions about their home Birth to 5: Maths (Range 6) -Explores differences in size, length, weight and capacity -Beginning to understand some talk about immediate past and future -Beginning to anticipate time</p>
<p>Seedlings</p>	<p>-Ask and answer questions about their home and their walk to nursery Birth to 5: Maths (Range 6) -Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy -Becomes familiar with measuring tools in everyday experiences and play</p>
<p>Willow – R</p>	<p>-Ask questions about their school and village environment – Autumn 1 -Draw my route to school. -Create story maps e.g. Summer term – retelling of a story using a simple story map – Billy's Bucket -Take photos of their own learning including where we live- looking at photos, local walk / Contrasting environment-homes around the world- e.g. Jigsaw – From autumn 2 children are encouraged to take photos of their challenge work as evidence it has been completed. -Exploring school's grounds and observing seasonal changes in the Autumn. E.g. During Autumn term we collect natural objects and talk about how they have changed and we use them in our creative area -Observe seasonal weather changes and longer nights in the autumn compared to the summer e.g. linked to Home learning task Autumn 2 -Record locations of items on a labelled map of the school (e.g. on a treasure hunt) -Present results using simple - STEM Day summer 2 pictograms tally charts block diagrams</p>
<p>Sycamore – 1</p>	<p>-Ask simple geographical questions including through field work -Create a basic map of the school grounds and the village from a fieldtrip walk -Carry out observations in the immediate local area, and with help, identify local geographical features, both physical and human. Use the language of distance and proximity with accuracy – near, close, far -Record locations of specific places on a labelled map of the school. (inside the building and outside on the field/conservation area). -Present results using simple:</p> <ul style="list-style-type: none"> • pictograms, • tally charts, • block diagrams • simple tables <p>- Recognise basic physical and human geography (school and large buildings, forests, roads, seas and rivers) on aerial photos.</p>
<p>Beech – 2</p>	<p>-Ask simple questions based on lessons and sources given -Create a basic map of the school grounds and immediate area, given basic outlines of key spaces and buildings. -Carry out observations in the immediate local area, and independently identify local geographical features, both physical and human. Use everyday non-standard units e.g. hands for length. Counts the number of... e.g. children who have come to school by car. -Use a basic set of symbols and/or colours within a created map, and collate these within a key. -Use a pictograph and/or tally chart to record their findings. -Read and use information from a pictograph and tally chart. Present results using:</p> <ul style="list-style-type: none"> ▪ Drawings ▪ Labelled diagrams ▪ keys ▪ Bar charts ▪ Pictograms ▪ tables <p>-Recognise basic physical and human geography (school and large buildings, forests, roads, seas and rivers) on aerial photos and in digital images (Google maps etc)</p>
<p>Maple – 3</p>	<p>-Ask simple geographical questions such as "What is this place like?" and "What or who will I see in this place?" and suggest appropriate answers using basic geographical vocabulary. -Create a detailed sketch map from the field trip to the stream -Carry out observations in the immediate local area, and independently identify local geographical features, both physical and human and how these impact on the environment. -Use every day standard and non-standard units occasionally eg A trundle wheel for metres. -Count up to 100 e.g. for a traffic survey they cross number on a hundred square for each vehicle. -Begin to organise recordings. Use pictographs, tally charts and/or bar charts to record their findings.</p>



	<p>-Read and use information from a pictograph, tally chart and bar chart.</p> <p>-Interpret and present discrete and continuous data using appropriate graphical methods, including:</p> <ul style="list-style-type: none"> ▪ Labelled diagrams ▪ Classification keys ▪ bar charts ▪ tables ▪ time graphs. <p>-Use aerial and digital photographs to identify places within their immediate area.</p> <p>-Point out useful views to photograph for their investigation.</p> <p>-Add titles and labels to photos giving date and location.</p>
<p>Elm – 4</p>	<p>-Ask more detailed questions about geographical features and processes, such as "How was this feature formed?" and "Why do people live here?"</p> <p>-Carry out observations in the immediate local area, and independently identify local geographical features, both physical and human and how these impact on the environment.</p> <p>-Use easy to read instruments E.g. rain gauge or metre tape.</p> <p>-Count and record different types at the same time using a tally E.g. counting types of shops.</p> <p>-Organise results in a spreadsheet.</p> <p>-Use and design their own tables and charts to record their own data.</p> <p>-Use existing recordings to inform further research.</p> <p>-Present results using:</p> <ul style="list-style-type: none"> ▪ Scientific diagrams and labels ▪ Classification keys ▪ Bar graphs ▪ Line graphs. ▪ Tables <p>-Use images and digital technologies (inc. Google Earth) to support their mapping skills.</p> <p>-Use aerial and digital photographs to identify places within the UK.</p> <p>-Evaluate usefulness of their own photos and those taken by others.</p>
<p>Rowan – 5</p>	<p>- Develop the ability to ask comparative questions, such as "How is this place different from that place?" and "What are the similarities between these two locations?"</p> <p>-Create maps of areas that are in a different part of the world.</p> <p>-Carry out class planned observations in their local area. Children to agree on appropriate recording method.</p> <p>-Select and use a range of measuring instruments in investigations.</p> <p>-Design own census, pilot, with help, and evaluate it.</p> <p>-Decide how to record and present their own observational findings and measurements.</p> <p>-Use a range of data to help inform and extend their own research.</p> <p>Present results using:</p> <ul style="list-style-type: none"> ▪ Scientific diagrams and labels ▪ Classification keys ▪ Scatter graph ▪ Bar graphs ▪ Line graphs ▪ Pie charts <p>-Use aerial and digital photographs to identify places outside of the UK.</p> <p>-Select photography from a range of techniques as the most appropriate for the evidence they need.</p> <p>-Evaluate the quality of the evidence they collect this way.</p>
<p>Oak – 6</p>	<p>- Formulate complex questions about geographical issues and phenomena, such as "What are the impacts of climate change on this area?" and "How do human activities affect this environment?"</p> <p>-Carry out independently planned observations in their local area. Children to use their chosen maps and their chosen recording choice.</p> <p>-Use and compare their local area (from their own study) to compare to a different part of the UK.</p> <p>-Select and use a range of measuring instruments in investigations.</p> <p>-Use images and digital technologies (inc. Google Earth and What3Words) to support their mapping skills.</p> <p>-Use aerial, oblique and digital photographs to identify places outside of the UK and use these to compare human and physical similarities and differences.</p> <p>-Collect their own evidence through their own photographs that are appropriate for their investigation.</p>



	<p style="text-align: center;">Mapwork</p> <ul style="list-style-type: none"> -Use maps, atlases and globes to identify and locate places and characteristics. -Create and construct maps and describe routes including with compass directions. -Use a range of methods to locate places ranging from OS Grid references to What 3 Words.
<p>Saplings</p>	<p>Understanding the World: People and Communities (Range 4)</p> <ul style="list-style-type: none"> -Learns that they have similarities and differences that connect them to, and distinguish them from, others -Notifies detailed features of objects in their environment -Can talk about some of the things they have observed such as plants, animals, natural and found objects -Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake
<p>Seedlings</p>	<p>Understanding the World: People and Communities (Range 5)</p> <ul style="list-style-type: none"> -Remembers and talks about significant events in their own experience <p>Understanding the World: The World (Range 5)</p> <ul style="list-style-type: none"> -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world -Talks about why things happen and how things work
<p>Willow – R</p>	<ul style="list-style-type: none"> -Draw my route to school. -Create story maps - I know some of the features of my immediate environment. –e.g. Autumn 1 we look compare our own houses using google maps. During Summer 2 we compare our local school environment to another environment -I know the name of my school and can say some of the things I pass on my way to school. -Look at where we live, describe features we see on the way to school. – -Look at maps and Google Earth-explore and discuss the features found on local maps. E.g. Autumn 1 we look at our school and surrounding streets on maps. Summer term we compare Warton to a rainforest. -Discussing where we were born and where our extended family live using world maps/globes for support. Autumn -Look at maps and Google Earth with the teacher-explore and discuss the features found on local maps. E.g. Autumn term we look at our own houses. -Where we live-looking at photos, local walk-Contrasting environment-homes around the world-Jigsaw
<p>Sycamore – 1</p>	<ul style="list-style-type: none"> -Create a basic map of the school grounds and the village from a fieldtrip walk -Recognise local features (school grounds and local level) on a simple map and label these using given words. -Use labelled world maps to be able to locate a range of features -Use a themed map to identify the hot and cold places in the world. -Recognise basic physical and human geography (school and large buildings, forests, roads, seas and rivers) on aerial photos. -Know that N on a basic map stands for North. -Use the language of directional travel with accuracy – forwards, backwards, left, right.
<p>Beech – 2</p>	<ul style="list-style-type: none"> -Create a basic map of the school grounds and immediate area, given basic outlines of key spaces and buildings. -Use a basic set of symbols and/or colours within a created map, and collate these within a key. -Recognise local features (school grounds and local level) on a simple map and label these independently using their own vocabulary. -Use local maps to describe a route from one place to another in the locality. -Use labelled world maps and simple atlases to be able to locate the features identified in Year 2 Locational Knowledge. -Use a themed map to identify the hot and cold places in the world and use the language of direction to describe where these places are. -Recognise basic physical and human geography (school and large buildings, forests, roads, seas and rivers) on aerial photos and in digital images (Google maps etc) -Use North, South, East and West with accuracy when describing both location and direction of travel. -Begin to use grid references in simple map analysis.
<p>Maple – 3</p>	<ul style="list-style-type: none"> -Create a detailed sketch map from the field trip to the stream -Create their own set of symbols to use as a key for their sketch maps. -Recognise key features on an OS Map (settlements, water (rivers/lakes/oceans), major roads, forests. -Use an OS Map key to look up unknown symbols. -Use a range of themed or physical maps to identify land use across the UK. -Use aerial and digital photographs to identify places within their immediate area. -Add titles and labels to photos giving date and location. -Use the eight points of a compass with increasing accuracy to describe the location and direction of travel
<p>Elm – 4</p>	<ul style="list-style-type: none"> -Use images and digital technologies (inc. Google Earth) to support their mapping skills. -Use four-figure grid references when selecting or finding locations on an OS Map. -Name at least six different symbols from an OS Map key. -Use a range of themed or physical maps to identify land use across four different countries other than the UK. -Create a detailed sketch map of an area that is further away from their immediate area -Use aerial and digital photographs to identify places within the UK. -Use the eight points of a compass with accuracy to describe the location of an item or place on a UK map. -Use four-figure grid references when selecting or finding locations on an OS Map.
<p>Rowan – 5</p>	<ul style="list-style-type: none"> -Create maps of areas that are in a different part of the world. -Use six-figure grid references when selecting or finding locations on an OS Map. -Name at least eight different symbols from an OS Map key. -Use a range of themed and physical maps to identify land use across six other countries and compare their similarities and differences from the UK.



	<ul style="list-style-type: none">-Use aerial and digital photographs to identify places outside of the UK.-Select photography from a range of techniques as the most appropriate for the evidence they need.-Evaluate the quality of the evidence they collect this way.-Use the eight points of a compass with accuracy to describe the location of an item or place on a world-wide map.-Use six -figure grid references when selecting or finding locations on an OS Map.- Annotate maps to show key features, direction of travel and areas of interest.
Oak – 6	<ul style="list-style-type: none">-Use images and digital technologies (inc. Google Earth and What3Words) to support their mapping skills.-Use six-figure grid references when selecting or finding locations on an OS Map in order to compare different locations in the UK.-Name and use at least eight different symbols from an OS Map key. Independently study, using their choice of maps, to compare the lives of others from around the world. How does the physical and human features affect the way in which they live?-Create maps of areas that are in a different part of the world. Use these maps to compare the different human and physical features.-Use images, digital technologies (e.g. Google Earth) existing plans and graphs to support their mapping skills.-Use aerial, oblique and digital photographs to identify places outside of the UK and use these to compare human and physical similarities and differences.-Collect their own evidence through their own photographs that are appropriate for their investigation.-Use the eight points of a compass and six -figure grid references to help direction of travel in the UK and worldwide



	<p style="text-align: center;">Cause and Consequence</p> <ul style="list-style-type: none"> -Identify chains of events and developments across the globe. -Discern the 'why' and 'what' of physical and human geography. -Identify, examine and analyse reasons, consequences and outcomes. -Reflect on and empathise with the impact on people and communities.
Saplings	<p>Understanding the World: The World (Range 4)</p> <ul style="list-style-type: none"> -Seeks to acquire basic skills in turning on and operating some digital equipment -Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car -Plays with water to investigate "low technology" such as washing and cleaning -Uses pipes, funnels and other tools to carry/ transport water from one place to another
Seedlings	<p>Understanding the World: The World (Range 5)</p> <ul style="list-style-type: none"> -Talks about why things happen and how things work -Developing an understanding of growth, decay and changes over time -Begin to understand the effect their behaviour can have on the environment
Willow – R	<ul style="list-style-type: none"> -Looks closely at change in nature – e.g. most days we explore changes in weather and seasons and the impact of this e.g. our clothes. -Talks about the features of their own immediate environment and how environments might vary from one another – e.g. Summer term compare Warton to a rainforest. Autumn 2 we compare celebrations and talk about the places/cultures of these. -Makes observations of animals and plants and explains why some things occur, and talks about changes e.g. Spring 2 during fairytales we explore the planting and growing of beans. Spring 1 – we visit a farm and explore animals/plants
Sycamore – 1	<p>-Recognising Simple Causes:</p> <p>Identify basic causes of everyday events</p> <p>Discuss how human actions (e.g., littering) can affect the environment.</p> <ul style="list-style-type: none"> -Identify what human features are present in our local area and suggest reasons why they are there -Identify how different weather conditions affect people's daily lives (e.g., how rain can make people feel sad or happy / the impact of heavy rain and flooding). -Discuss how simple actions (e.g. planting trees) can help the community and the environment.
Beech – 2	<p>-Understanding Simple Consequences:</p> <p>Explore the consequences of weather changes (e.g. how rain affects plants).</p> <p>Discuss how changes in the environment can impact people and animals (e.g. cutting down trees).</p> <ul style="list-style-type: none"> -Identify what human features are present in our local area including Birmingham and suggest reasons why they are there -Explore how changes in the environment (e.g. building a new park) can make people feel and how it benefits the community. -Discuss how helping others (e.g. picking up litter) can make the community a better place and make ourselves and others feel happier.
Maple – 3	<p>-Understanding Basic Causes and Consequences:</p> <p>Identify simple causes and consequences of geographical events (e.g. how weather affects daily life).</p> <p>Discuss how human activities can cause changes in the environment (e.g. deforestation).</p> <ul style="list-style-type: none"> -Identify what human features are present in the UK and beyond and suggest reasons why they are there -Investigate how local geographical changes (e.g. new buildings) affect people's lives and feelings. -Discuss how global issues (e.g. climate change) impact communities around the world.
Elm – 4	<p>-Exploring Human and Physical Causes:</p> <p>Investigate how physical processes (e.g. erosion, weathering) cause changes in landscapes.</p> <ul style="list-style-type: none"> -Examine how human actions (e.g. urban development) impact the environment and lead to consequences. -Identify what human features are present in an area of study and suggest reasons why they are there including their impact on community -Examine how different communities are affected by geographical events (e.g. floods) and how they respond. -Discuss the importance of helping others in times of need and how it strengthens the community including through the impact of natural disasters.
Rowan – 5	<p>-Analysing Complex Interactions:</p> <p>Analyse the relationship between human activities and natural processes</p> <ul style="list-style-type: none"> -Explore case studies of the impact of climate change on farming and fair trade and their causes and consequences -Identify what human features are present in an area of study and suggest reasons why they are there including their impact on community and environment -Analyse how human activities (e.g. deforestation and fair trade) impact the environment and people's lives. -Explore case studies of communities affected by natural disasters and how they rebuild and support each other.
Oak – 6	<p>-Evaluating Long-term Impacts:</p> <p>Evaluate the long-term consequences of environmental changes (e.g. climate change) on human and physical geography.</p> <p>Discuss sustainable practices and their potential to mitigate negative consequences.</p>



-Identify what human features are present in an area of study and suggest reasons why they are there including their impact on community and environment and their positive and negative value.
-Evaluate the long-term effects of environmental changes (e.g., pollution) on communities and how they adapt.
-Discuss sustainable practices and how they can help protect the environment and improve community well-being.

	<p style="text-align: center;">Similarity & Difference</p> <p>-Describe and explain the similarities and differences between people, groups, experiences or places.</p>
<p>Saplings</p>	<p>Understanding the World: The World (Range 4) -Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p>
<p>Seedlings</p>	<p>Understanding the World: The World (Range 5) -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world -Talks about why things happen and how things work -Developing an understanding of growth, decay and changes over time -Shows care and concern for living things and the environment -Begin to understand the effect their behaviour can have on the environment</p>
<p>Willow – R</p>	<p>-I know that not all places in the world are the same. – e.g. Autumn 2 we explore similarities and differences in peoples celebrations and cultures including what their environment would be like to live in. -Explore compare/contrast our environment with the rainforest – e.g. Summer term our key question is how Warton compares with a rainforest.</p>
<p>Sycamore – 1</p>	<p>-identify similarities and differences between Birmingham and Warton -compare and contrast hot and cold parts of the world -compare and contrast living in different parts of England and identify similarities and differences -recognise different types of weather and compar</p>
<p>Beech – 2</p>	<p>-Explain four ways (two physical and two human geography) in which a non-European location is the same and different to the school's location.</p>
<p>Maple – 3</p>	<p>-Understand similarities and differences of a different region through study of physical and human geography.</p>
<p>Elm – 4</p>	<p>-Explain four ways (two physical and two human geography) in which two different areas contrast – using resources provided. Physical Geography: climate zones, rivers, and mountains. Human Geography: the distribution of natural resources including food, minerals and water. -Explore ways that people's homes and living conditions are similar or different based on the geography of their environment.</p>
<p>Rowan – 5</p>	<p>-Through their own research, explain six ways (three physical and three human geography) in which Warwickshire/the UK differs to an alternative area of Europe. - Identify the importance of similarities and difference in terms of distribution and access to resources.</p>
<p>Oak – 6</p>	<p>-Through their own research and organisation/presentation of a range of information and statistics, explain eight ways (four physical and four human geography) in which Warwickshire/the UK differs to an alternative area of the world. -As part of this comparison and contrast study, pupils are to be able to discuss: -Physical Geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes -Human Geography: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>