



GEOGRAPHY

INTENT

At The Queenswell Federation, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We want to inspire children to start asking questions about their environment and to gain a deep understanding of the Earth's key physical and human processes, as well as their place in it. The Geography curriculum at Queenswell enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their moral, social and cultural development. Geography is, by its nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. At Queenswell we have an inquiry-based Geography curriculum, it has been designed so that planning of lessons builds upon previous knowledge and skills gained by students. The teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We also take advantage of both the inside and outside areas within our school. It is our intent to inspire in children a curiosity and fascination about the world and the people within it which will remain with them for the rest of their lives.

IMPLEMENTATION

At Queenswell our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish. Geography is taught through our Learning Journeys therefore making it cross curricular, so that children can achieve depth in their learning. The children are taught about locational knowledge and place knowledge, as well as human and physical geography processes such as weather and climate. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children; however, Geography lessons reflect the teaching styles of all the staff and are planned to meet the needs of the children. To support staff, we have a range of geographical resources such as maps, aerial photographs and geographical information systems, these help in lessons to create opportunities for discussion with the children.

LINKS TO EYFS

Understanding the World

Intent

It is important to us that all children have the opportunity to make sense of the world around them through first hand experiences. This includes their physical world as well as their community. We are a culturally diverse school and we aim to educate children about and celebrate what is important to the children and families that we serve. Our physical environment at Queenswell allows children to connect with nature through our Environmental Education and Forest School approach. These first-hand experiences help to enrich and widen the children's vocabulary, supporting communication and Language; and later reading comprehension as well.

Implementation

We provide a *culturally, socially, technologically and ecologically* diverse environment. This includes:

- providing a broad selection of stories, non-fiction, rhymes and poems
- globes and maps in every class
- Forest School approach to learning across the curriculum
- Our onsite environmental features including pond, meadow and wooded areas.
- A range of off-site visits such as parks, museums and places of worship
- Celebrating a range of religious and cultural practices throughout the year.
- Planned visitors from important members of society such as Fire fighters, police officers, dentist, nurses.
- Continuous provision that makes the most of the weather as a learning resource and using this to support learning around seasons.
- Continuous provision that reflects that cultural diversity of the children
- Continuous provision that includes use of technological toys or devices

Geography Overview and learning Questions

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<ul style="list-style-type: none"> Describe a familiar route and discuss locations using directional language, such as 'in front of' Begin to understand the need to respect and care for the natural environment and all living things Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and other countries Know some similarities and differences between the natural world around us and other contrasting locations Understand some important processes and changes in the world around us, such as the seasons 					
Year 1	Fieldwork Locational and Place knowledge What is Geography? What are the Human & Physical features around our local area?		Locational and Place knowledge What is the world's continents and oceans? Where are the north and south poles?			Human and physical geography & Locational and Place knowledge What are the human & physical -features at the seaside? What is the difference between whetstone and Australia?
Year 2	Human and Physical Geography Where are the world's different climates located?		Locational and Place knowledge What is the difference between an area in the UK and an area the Arctic?		Locational and Place knowledge Where are the 4 countries in the United Kingdom? (SEE history)	Fieldwork / Locational and Place knowledge Where is our school located and why was it built on this site?
Year 3	Human and physical geography What happens when volcanoes erupt? How do national disasters impact us?		Human and physical geography How do the lives of Anglo Saxons and Vikings compare to modern times? Why did they settle where they did?		Fieldwork What are the compass points and why are they important map reading?	Location and Place Knowledge Where are the different countries of Europe located?
Year 4	Human and physical Why is the River Nile so important to the People of Egypt? How are things different today?	Locational and Place knowledge Where are the different climate zones? What is a biome?			Human and physical How is a river formed? Why are they important? What effect do they have on the landscape?	Fieldwork Why has our local area changed over time and what impact has that had?
Year 5	Locational and Place knowledge- Where is Prime/Greenwich Meridian located on a glob? Why do we use 4 figure grid references?					Field work School environmental Project What is the environmental like around our school? How can we make it more environmentally sustainable?
Year 6	Locational and Place knowledge What are the human and physical features across the UK? How do maps and photographs from of Barnet / London compare?	Human and physical What are Britain's export trades? Why are these important? How do these impact our lives?				Locational and Place knowledge How can I use 6 figure grid references to locate topographical features? What is the significance of Latitude and longitude?

