

## Subject on a page



At Springfield Academy, we believe Geography inspires children to explore and understand the world around them. Through engaging lessons, pupils develop curiosity about different places, cultures, and environments, while gaining a clear sense of their own role within our global community. We aim to foster a love of learning that encourages them to ask questions, think critically, and appreciate the interconnectedness of our world.

### Intent

We aim to inspire curiosity about the world around them which will foster a lifelong desire to make connections with the wider world.

We aim to allow children to make links in their learning as well as 'creating connections' to the real world.

We aim to promote the children's interest and understanding of places, people, resources and natural and human environments, together with a deep understanding of the Earth's physical and human characteristics.

### Implementation

- How do we achieve our aims?

In the EYFS, the children explore geographical themes and content through the Understanding of the World strand of the EYFS curriculum which is delivered through the learning journeys that are planned and delivered. This involves guiding the children to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places and the environment which link to our curriculum topics.

In Years 1-6, geography is taught in blocks throughout the year, so that children can achieve depth in their learning. Our Geography curriculum is structured so that children start with where they live and their school or local area before working out to towns, counties, countries and continents and how these fit with the rest of the world. Topics have been carefully planned to ensure that key aspects are revisited and built upon throughout their geography journey through the school.

Our geography curriculum is well sequenced to take into consideration the strands of locational knowledge, place knowledge, human geography, physical geography and geographical skills and fieldwork. Our Let's Reactivate at the start of lessons supports children in their ability to know more and remember more. There are regular opportunities to review the learning that has taken place in previous units as well as previous lessons.

### Impact

- How will we know we have achieved our aims?

Our children will develop an ever-growing curiosity about the world around them and seek to answer questions they have.

Our children will have the appropriate language necessary to talk about the world around them.

Children will have a sound understanding of the physical aspects of the world.

They will ask questions about why things are as they are.

#### The National Curriculum

##### Key stage 1 Pupils should be taught:

Locational knowledge

Name and locate the world's seven continents and five oceans

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

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 Human and physical geography

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

Use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied

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

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

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

##### Key stage 2 pupils should be taught:

Locational knowledge

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

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; understand how some of these aspects have changed over time

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)

Place knowledge

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 Human and physical geography

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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 Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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 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.