

**Miers Court
Primary School**

Geography

At Miers Court, we aim to engage our pupils with a relevant, exciting and challenging history curriculum, which inspires curiosity and helps them to understand the complexity of people's lives, the process of change and the diversity of societies and relationships between different groups.

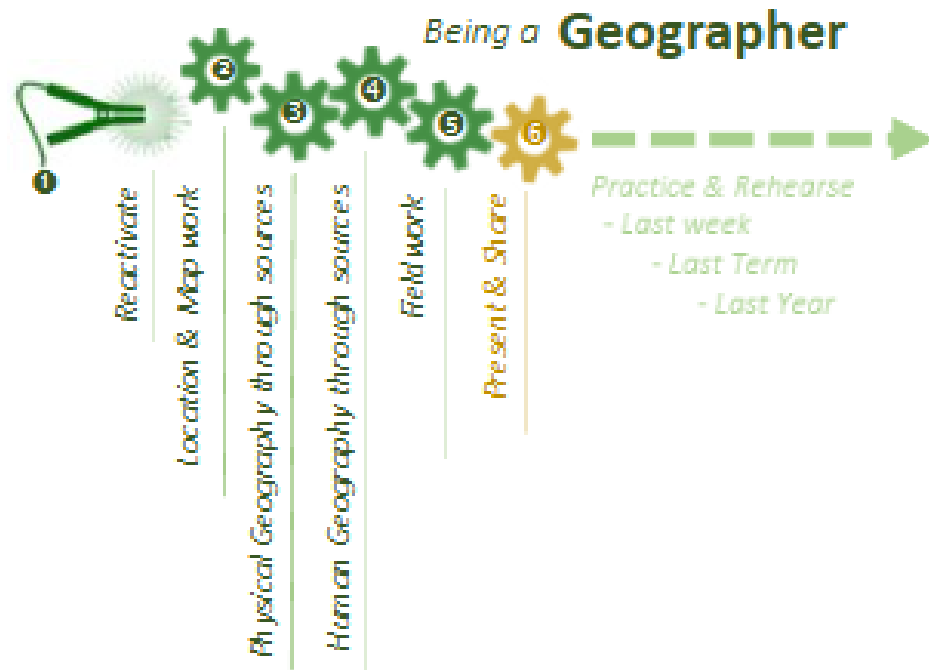
Importantly, our history curriculum builds a sense of the pupils' identity and as they come to appreciate the diversity of human experience and understand more about themselves as members of society.

Shining Bright, Aiming High

Our Miers Court curriculum underpins our school values in the following way:

- | | |
|---------------------|---|
| Self-belief | To understand the impact people can have on our world and how everyone can play a part in bringing about change. |
| Togetherness | To develop empathy and understanding towards others. We want our pupils to experience other people and cultures and recognise and celebrate similarities and differences. |
| Aspiration | To recognise how wide the world is and open up ambition for their futures. |
| Resilience | To learn from different times, places and cultures and use this to reflect on right and wrong as well as the impacts on the modern world. |
| Success | To have a wide understanding of the world and its people, both past and present, and their place in it. |

How Do We Teach Geography?



Geography is taught once a week in every class, it alternates termly with History.

Geography 'Route-map'

1. Re-Activating

The first stage is for our pupils to understand where the new learning fits with prior learning (knowledge, skills and understanding). Pupils should be able to recall learning from previous years so they are well-placed to build on their knowledge of time periods and develop their understanding of key concepts

2. Locations & maps skills

Pupils develop a sense of locations and be able to identify and name physical and man-made places around

the world. This is achieved by understanding that the world is organised into geographical zones for each year group. This means the pupils can look at their geographical zone in greater depth and see the links between the places, people and communities. In this phase, we will use maps and globes so that children develop these skills.

3. Geographical enquiry and sources of evidence

Pupils will use a range of sources to enable them to respond to the enquiry question; they will use the evidence acquired from the sources to justify their answers. The pupils will learn about the human and the physical features of places studied so they develop their place knowledge.

4. Field work

This phase is vital for pupils use their knowledge and skills in practical experiences. Obviously, some topics are not possible to visit, e.g. China, however we can still use our local area to compare and contrast. Some topics can use virtual field work using technology to simulate real-world environments, allowing students to explore locations and engage with subject matter from a distance. While not a complete replacement for in-person fieldwork, it offers unique benefits like increased accessibility, cost-effectiveness, and flexibility.

5. Present and share

At this stage, pupils will demonstrate their learning by showcasing their knowledge and skills by completing an end task. Enabling children to communicate their learning in different ways, the end task can be presented in a variety of ways, e.g.: presentation, discussion, writing task, such as a double-page spread.

How do we support pupils in **Geography**?

Non-Negotiables that need to be in place in all lessons/classrooms when teaching geography

1. Use of dual coded resources.
2. Provide access to artefacts where appropriate to support children with SEN access learning
3. Language rich display to support vocabulary development and spelling

Cognition and Learning

Subject Challenges

Retaining information/meaning of vocabulary

Literacy skills - ability to read information e.g. in atlas, difficulties with writing

Provision for SEND

Retrieval questions to be used at the beginning of each lesson and within lessons where suitable
Pre-teach to understand vocabulary or subject content

Key words dual coded on display boards

Writing frames to be used

Communication and Interaction

Subject Challenges

Difficulties using language/expressing themselves

Difficulties with processing language.

Provision for SEND

Sentence starters/modelled language

Repetition/stem sentences

Opportunities to express ideas in various way- not just verbal

Simplified step by step instructions
chunking, learning mats

Physical and sensory

Subject Challenges

Visual difficulties

Recording information

Other sensory needs

Provision for SEND

Ensure documents are enlarged
Magnifier used
Online resources to zoom in and out

ICT resources to be used so children can
record online
Talking tins

Physical resources e.g. maps,
compasses, globes

Social Emotional and Mental Health

Subject Challenges

Low self-esteem – often
withdraw from challenges

Distressed by new experiences
or triggered by specific topics

Provision for SEND

Adapt lessons appropriately with
clear instruction, scaffolding
accordingly, to ensure lessons
are accessible.

Children to be introduced to
area/environment e.g. thorough
photos or social story before
trips/visits

Ensure content being used in
lesson is considered and
approached in a sensitive
manner.

How Is **Geography** Sequenced Throughout The School?

The Geography knowledge for the pupils is sequenced to build up not only in year but also in three key themes over each year.



Social Justice _S_

- i. Diversity & inclusion*
- ii. Fair trade.*
- iii. Migration.*

Climate change & Sustainability _I_

- i. impact on our planet - people, animal and plant life.*
- ii. Impact on human civilisation.*
- iii. How we are looking for solutions.*

Global Connections _D_

- i. Locations.*
- ii. Fair trade and commerce.*
- iii. Interconnective and interdependence.*

	Key Theme 1 Social Justice	Key Theme 2 Climate Change & Sustainability	Key Theme 3 Global connections
R	How can I be a good citizen?	What is the weather like in the different seasons where I live?	Where do I live?
1	How is our countryside changing?	How does the weather impact us?	Where is the United Kingdom?
2	How does wealth impact architecture?	Climate change in Europe	Where is Europe?
3	Why would you live by the coast?	How does climate impact farming?	Where is Africa?
4	What was life like in the Andes?	How do we save our oceans?	Where are the Americas?
5	How do natural disasters shape our planet?	Who should protect the rainforest?	Where is Oceania & Asia?
6	How can we recreate the West End?	Climate Change: How can we save our ice caps?	How can we save our world?

How is **Geography** Sequenced Over the Year?

These strands are delivered in the following terms:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
R	Over the course of the year and throughout the terms, children in Year will learn a range of skills linked to Geography. These skills include, but are not exhaustive of; talking about similarities and differences in how people live, showing respect, fairness, and care for others in their community, recognising roles of community, observing seasonal and weather changes, begin to understand how actions affect the environment and start to take part in simple sustainable actions (recycling, reusing, caring for nature). Talking about simple features of different places (hot/cold, land/water, near/far). Showing curiosity about how children live in other countries. Beginning to use simple maps, and positional language.					
1	Where is the United Kingdom?	How is our countryside changing?	How does the weather impact us?			
2	Where is Europe?		Climate change in Europe		How does wealth impact architecture?	
3	Where is Africa?				Why would you live by the coast?	Why would you live by the coast?
4	Where are the Americas?	What was life like in the Andes?	How do we save our oceans?			
5	Where is Oceania & Asia?			How do natural disasters shape our planet?	Who should protect the rainforest?	
6	How can we save our world?		Climate Change: How can we save our ice caps?			How can we recreate the West End?

What Are The End Points For Each Year In Geography?

	Locations	Places	Human	Physical	Fieldwork
R	1. Recognise some environments that are different from the one in which they live and explore the natural world around them. (UTW) 2. Develop their sense of responsibility and membership of a community. (PSED) 3. Describe what they see, hear and feel whilst outside. (UTW) 4. Can describe similarities and differences in relation to living things (ELG) 5. Can describe similarities and differences in relation to places, objects and materials (ELG)	6. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UTW) 7. Recognise some similarities and differences between life in this country and life in other countries. (UTW) 8. Can identify features of my own immediate environment. 9. Can talk about how environments might vary from one another (ELG)	10. Can develop positive attitudes about the differences between people (UTW) 11. Can talk about members of their immediate family and community (ELG) 12. Can name and describe people who are familiar to them (ELG)	13. Understand the effect of changing seasons on the natural world around them (UTW). 14. Can observe the environment and explain why some things occur (ELG) 15. Can talk about changes to the environment (ELG)	16. Draw information from a simple map. (UTW) 17. Can describe positions and distances to solve problems, using everyday language. (M) 18. Can describe my relative position such as 'behind' or 'next to'. (M) 19. Playing and exploring: Investigating and experiencing the outside area (COEL) 20. Creating and thinking critically: developing own ideas, making links and developing strategies for doing things (COEL)
1	1. Can locate capital cities, major rivers and mountains of the UK on a map including (locations specific to school scheme)	4. Can begin to use geographical vocabulary to describe human and physical features of their immediate locality	6. Can begin to ask geographical questions about places in their immediate locality		8. Locate countries using maps, atlases, globes and digital/computer mapping

2	<p>2. Can locate features of their local area (school, house etc)</p> <p>3. Can begin to identify and describe where places are through use of simple maps, atlases and globes</p>	<p>5. Recognise similarities and differences of geographical features in my own area.</p>	<p>7. Can begin to ask geographical questions about places and people</p>	<p>9. Recognise landmarks and basic physical features from aerial images</p> <p>10. Observe the human and physical features of the local area to create a simple map.</p>
	<p>1. Can understand that the world extends outside their locality</p> <p>2. Can locate continents and oceans using an atlas or globe</p> <p>3. Can begin to identify and describe where places are through use of simple maps, atlases and globes</p>	<p>4. Can recognise how places are linked to other places in the world through food or travel</p> <p>5. Can begin to use geographical vocabulary to describe features of localities around the world</p> <p>6. Can make simple comparisons between individual features of different places and recognise how places are linked to other places in the world</p>	<p>7. Can make simple comparisons between features of different environments</p> <p>8. Can begin to ask geographical questions about climates and environments</p> <p>9. Can explain the difference between human and physical geography.</p> <p>10. Can use basic key geographical vocabulary when discussing human and physical geography</p>	<p>11. Describe the location on a map using the four points of a compass</p> <p>12. Use related vocabulary linked to directions, near, far, left, right</p> <p>13. Recognise landmarks and basic physical features from aerial images and plan perspectives</p> <p>14. Select basic symbols to include in a key on a simple map.</p> <p>15. Observe, measure and record the human and physical features in the local area. EG school grounds.</p>
	<p>1. Can compare the characteristics of the four nations and capital cities of the United Kingdom.</p>	<p>6. Can begin to compare geographical regions and their identifying human and physical characteristics, including hills, mountains,</p>	<p>10. Can formulate and respond to geographical questions about the human and physical</p>	<p>14. Begin to demonstrate understanding of the physical features of an</p>

	<p>2. Can begin to identify, name and locate countries and cities of the United Kingdom.</p> <p>3. Can locate geographical regions and describe their identifying characteristics, including hills, mountains, rivers, key topographical features and land use patterns.</p> <p>4. Begin to understand how some aspects of human and physical features have changed over time.</p> <p>5. Begin to identify, name and locate countries in Europe.</p>	<p>cities, rivers, key topographical features and land-use.</p> <p>7. Can begin to identify the main physical and human characteristics of the countries of Europe.</p> <p>8. Can describe geographical similarities and differences between a region in the United Kingdom and one in a European country.</p> <p>9. Can describe how the locality of the school has changed over time.</p>	<p>characteristics of a location.</p> <p>11. Can describe key aspects of the physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom.</p> <p>12. Can describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country</p> <p>13. Begin to demonstrate understanding of the human features of an area by creating maps, including a key</p>	<p>area by creating maps, including a key</p>	<p>digital/computer mapping</p> <p>16. Can select and use locational and directional language</p> <p>17. Can observe and record the human and physical features in the local area using sketch maps, plans, graphs</p> <p>18. Identify the key physical and human features using a wide range of resources</p> <p>19. Describe the United Kingdom and the wider world using the eight points of a compass</p>
4	<p>1. Can understand through explanation how the locality of the school has changed over time.</p> <p>2. Can formulate, respond to and offer explanations of geographical questions about the human and physical characteristics of locations.</p> <p>3. Can create maps including a key, to</p>	<p>6. Can identify, name and locate the countries of Europe</p> <p>7. 4.7 Can identify, name and locate the states of North America</p> <p>8. Can explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic circles</p> <p>9. Can describe geographical similarities</p>	<p>11. Can identify and locate geographical regions and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land use patterns</p> <p>12. Can demonstrate understanding how some of the above aspects have changed over time</p>	<p>17. Can identify and locate countries and describe features using maps, atlases and digital/computer mapping.</p> <p>18. Can observe, record and understand the human and physical features in the local area using a range of methods including sketch maps,</p>	<p>20. Can identify and locate countries and describe features using maps, atlases and digital/computer mapping.</p> <p>21. Can observe, record and understand the human and physical features in the local area using a range of methods including sketch maps,</p>

	<p>demonstrate understanding of the human and physical features of locations.</p> <p>4. Can recall, name and locate counties of the United Kingdom</p> <p>5. Can recall, name and locate cities of the United Kingdom</p>	<p>and differences between countries.</p> <p>10. Can create maps including a key, to demonstrate understanding of the human and physical features of locations.</p>	<p>13. Can identify the main human characteristics of the states of North America</p> <p>14. Can formulate, respond to and offer explanations of geographical questions about the human and physical characteristics of locations.</p> <p>15. Can understand aspects of physical geography, including oceans and the water cycle.</p> <p>16. Can understand aspects of physical geography, including settlements, economic activity and land use of a country outside of Europe.</p> <p>17.</p>	<p>plans, graphs and digital technologies.</p> <p>19. Can summarise the key physical and human features of a location using a range of resources.</p>	<p>plans, graphs and digital technologies.</p> <p>22. Can summarise the key physical and human features of a location using a range of resources.</p> <p>23. Can describe the United Kingdom and the wider world using the eight points of a compass, four-figure grid references, symbols and keys.</p> <p>24. Can create maps including a key, to demonstrate understanding of the human and physical features of locations.</p>
5	<p>1. Can begin to reach informed conclusions about the identifying human and physical characteristics of the countries and cities studied, including hills, mountains, rivers, key topographical features and land use patterns.</p> <p>2. Can begin to make reasoned judgements as</p>	<p>5. Can demonstrate understanding of some of the reasons for geographical similarities and differences between countries.</p> <p>6. Can begin to explain how locations around the world are changing and explain some of the reasons for change</p>	<p>8. Can begin to recall how the physical features affect the human activity within a location.</p> <p>9. Can recall the main human and physical characteristics of South and central America.</p> <p>10. I can begin to understand and explain how countries and geographical regions are</p>		<p>14. Can summarise the characteristic features of a location using a few geographical resources.</p> <p>15. I can observe, measure, record and begin to evaluate the human and physical features in the local area using different types of field work.</p>

	<p>to how human and physical characteristics have changed over time</p> <p>3. Can identify, name, locate and describe the countries of South America.</p> <p>4. Can identify the position and justify the significance of latitude and longitude, including the Prime/ Greenwich Meridian Line and time zones (including day and night)</p>	<p>7. Can begin to understand and explain geographical diversity across the world.</p>	<p>interconnected and independent.</p> <p>11. I can recall and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed overtime.</p> <p>12. I can describe and demonstrate understanding of key aspects of physical geography, including: climate zones, biomes, vegetation belts, rivers and the water cycle.</p> <p>13. I can demonstrate understanding of key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distributions of natural resources including energy, food, minerals and water.</p>		<p>16. I can begin to apply knowledge about land use, climate zones, population densities and height of land by creating thematic maps.</p> <p>17. I can evaluate the effectiveness of different geographical representations of a location (such as arial images compared with maps and topological maps - as in London's Tube maps).</p> <p>18. I can begin to apply knowledge of the 8 points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of United Kingdom and the wider world.</p>
6	<p>1. Can reach informed conclusions about the identifying human and physical</p>	<p>3. Can explain and discuss a range of reasons for geographical similarities and differences between</p>	<p>6. I can collect and analyse statistics and other information to draw</p>	<p>10. I can identify and locate some of the countries and cities of the world and their</p>	<p>13. I can evaluate the characteristic features of a location using a range of geographical resources.</p>

characteristics of the countries and cities studied, including hills, mountains, rivers, key topographical features and land use patterns.
2. Can make reasoned judgements as to how human and physical characteristics have changed over time.

countries (e.g, the UK and a European country).
4. Can explain how locations around the world are changing and demonstrate understanding of some of the reasons for change.
5. Can demonstrate understanding of geographical diversity across the world.

clear conclusions about locations.
7. I can recall how physical geographical features affect the human activity within a location.
8. I can recall the main human and physical characteristics of countries in EUROPE.
9. I can explain how countries and geographical regions are interconnected and interdependent.

identifying human and physical characteristics and evaluate how some of these aspects have changed over time.
11. I can reach informed conclusions about key aspects of physical geography, including: climate zones, biomes and vegetation belts and mountains.
12. I can reach informed conclusions about key aspects of 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.

14. I can observe, measure, record and evaluate the human and physical features in the local area.
15. I can make reasons, judgements about how to record results.
16. I can reach informed conclusions about the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map)
17. I can apply knowledge of the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.