



DODFORD FIRST SCHOOL

Achieve, Believe, Create and Fly High

Subject: Geography

Intent

Geography is about the world and its people. At Dodford First School, we intend to equip our children with the key geographical skills to develop an understanding of the world in which they live and their place within it. Our intention is to inspire our children through our curriculum drivers, nurturing their natural curiosity to enquire and think critically about geography.

Curriculum Drivers

Achieve - *Have high aspirations, striving for success and never giving up. You can learn anything you want to!*

Believe - *Believe in yourself and value your own self-worth. To keep trying even when it is hard; learn from others and your mistakes.*

Create - *Action your thoughts and bring something into existence. Allow your creativity to flow; investigate, experiment, and invent.*

Fly High - *Have the courage to embrace new experiences and take risks. Share your knowledge with others. Enable yourself to flourish.*

Characteristics of a Geographer

- Has knowledge of where places are and what they are like.
- Understands the ways in which places are interconnected and interdependent.
- Aware of how human and physical environments are interrelated.
- Equipped with geographical vocabulary and can understand and use the vocabulary.
- Carries out geographical enquiry and can question, analyse, and present findings.
- Involved in fieldwork activities and can use geographical skills and techniques.
- Expresses opinions that have good knowledge and understanding at their foundations.
- Curious about the world and the people who live within it.

Implementation

Our pupils should be able to organise their knowledge, skills and understanding around the following learning hooks:

- Location
- Physical Features
- Human Features
- Diversity
- Physical Processes
- Human Processes
- Techniques
- Vocabulary

The vertical accumulation of knowledge and skills from Years 1 to 4 is mapped as follows:

Threshold Concept	Learning Hooks/Knowledge Categories	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4
Investigate Places	Location	<ul style="list-style-type: none">• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.	<ul style="list-style-type: none">• Ask and answer geographical questions about the physical and human characteristics of a location.• Explain own views about locations, giving reasons.• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.• Use a range of resources to identify the key physical and human features of a location.• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills,

		<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans 	<p>mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics
	Physical Features	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of the school and the key physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, identifying physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Use fieldwork to observe and record the physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
	Human Features	<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of the school and the key human features of its surrounding environment. 	<ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, identifying human characteristics, including key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Use fieldwork to observe and record the human features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
	Diversity	<ul style="list-style-type: none"> Understand England is home to people from all over the world, some of whom were born here, others who have migrated from other parts of the 	<ul style="list-style-type: none"> Understand Europe is made up of over 50 countries with 23 recognised official languages spoken.

		world, some who travel for work or tourism and some who are refugees.	
Investigate Patterns	Physical Processes	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school. 	<ul style="list-style-type: none"> • Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.
	Human Processes	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom and of a contrasting non-European country. • Identify land use around the school. 	<ul style="list-style-type: none"> • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.
Communicate Geographically	Techniques	<ul style="list-style-type: none"> • Use compass directions (north, south, east and west) to describe the location of features and routes on a map. • Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<ul style="list-style-type: none"> • Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
	Vocabulary	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ❖ key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. ❖ key human features, including: city, town, village, factory, farm, house, office and shop. <p>• Use locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> ❖ physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. ❖ human geography, including: settlements and land use.

Breadth of Study -

CYCLE A	Wren Class - Year R	Robin Class – Year 1 & 2	Owl Class – Year 3 & 4
Autumn Term	<p>A1: Exploration of environment – indoor and out. Draw map of school grounds. Draw map of classroom – label.</p> <p>Enquiry Question: What is a map?</p>	<p>M1 – Aut 1</p> <ul style="list-style-type: none"> -The United Kingdom -The United Kingdom: England <p>Knowledge categories:</p> <p>Location Physical features Human features Diversity</p> <p>Enquiry Question: Why do we use maps?</p>	<p>M2 – Aut 1</p> <ul style="list-style-type: none"> - Maps - Describing Maps - Review the UK, extend to maps of the world <p>Knowledge categories:</p> <p>Techniques Location Diversity Human features</p> <p>Enquiry Question: How do maps help us navigate our world?</p>
	<p>A2: Postal Worker Link - Where do I live? Post a letter to home address. Children to find Bromsgrove on a map of England and Dodford First School on a map of Dodford Village.</p>		
Spring Term	<p>Seasonal changes – Spring. Enquiry Question: What are the first signs of Spring?</p> <p>Spr 1: Immediate Environment What materials are within the immediate environment? Explore both indoor and out to discover the range of materials within it, both manmade and natural.</p>		
	<p>Spr 2: Toys local and around the world. Talk about places in your local community where children can buy toys. Find the location on a map.</p>	<p>M1 - Spr 2</p> <ul style="list-style-type: none"> - <i>Climate change</i> - <i>Weather</i> - <i>Seasons</i> 	<p>M2 – Spr 2 Europe – rivers, mountains, population</p> <p>Enquiry Question:</p>

	Look at toys from around the world and compare them with the toys you have in your setting.	Enquiry Question: Would you rather live in a hot climate or a cold climate?	How diverse is Europe?
Summer Term	Sum 1: Locate the pond in the school grounds.	M1 – Sum 1 Australia – Daintree Rainforest, Great Barrier Reef Knowledge categories: Location Physical processes Human processes Enquiry question: How do humans impact the environment?	M2 – Sum 1 - International Trade, food, transportation Knowledge categories: Location Diversity Human processes Enquiry question: How narrow would our diet be without imported foods?
	Sum 2: Immediate environment What lives within the immediate environment? Explore grounds in search of minibeasts. Observe minibeasts in their natural habitat. Record where each minibeast was found on a basic map.		
CYCLE B	Wren Class - Year R	Robin Class – Year 1 & 2	Owl Class – Year 3 & 4
Autumn Term	A1: Exploration of environment – indoor and out. Draw map of school grounds. Draw map of classroom – label. Enquiry Question: What is a map?	M1 – Aut 1 - The United Kingdom: capital cities - London – human/physical features - Enquiry Question: Why is London our capital city?	

	<p>A2: Postal Worker Link - Where do I live? Post a letter to home address. Children to find Bromsgrove on a map of England and Dodford First School on a map of Dodford Village.</p>		<p>M2 – Aut 2 - Water Cycle Clouds and precipitation</p> <p>Enquiry Questions:</p>
<p>Spring Term</p>	<p>Seasonal changes – Spring. Enquiry Question: What are the first signs of Spring? Spr 1: Immediate Environment What materials are within the immediate environment? Explore both indoor and out to discover the range of materials within it, both manmade and natural.</p>	<p>M1 – Spr 1 - Continents and Oceans</p> <p>Knowledge categories:</p> <p>Location Physical features Human features</p> <p>Enquiry question: What is the difference between a continent and a country or an ocean and a sea?</p>	
	<p>Spr 2: Toys local and around the world. Talk about places in your local community where children can buy toys. Find the location on a map. Look at toys from around the world and compare them with the toys you have in your setting.</p>		<p>M2 – Spr 2 - Climate Change</p> <p>Knowledge categories:</p> <p>Physical processes Human processes</p> <p>Enquiry question: What the impact of human processes on our planet?</p>

Summer Term	<p>Sum 1: Locate the pond in the school grounds.</p> <p><i>Enquiry question: How does my immediate environment compare to another?</i></p>	<p>M1 – Sum 1</p> <ul style="list-style-type: none"> - Our School Geography (fieldwork, physical and human features – not CQ) <p>Knowledge categories:</p> <p>Location</p> <p>Human features</p> <p>Physical features</p> <p>Techniques</p> <p><i>Enquiry question: Where is Bromsgrove and its location within the UK?</i></p>	<p>M2 – Sum 1</p> <ul style="list-style-type: none"> - Our School Geography (points of a compass, grid references, grids, keys – use of fieldwork – extend to Worcester, not CQ) <p>Knowledge categories:</p> <p>Location</p> <p>Human features</p> <p>Physical features</p> <p>Techniques</p> <p>Vocabulary</p> <p><i>Enquiry question: Where is Worcester and its location within the UK?</i></p>
	<p>Sum 2: Immediate environment</p> <p>What lives within the immediate environment? Explore grounds in search of minibeasts. Observe minibeasts in their natural habitat. Record where each minibeast was found on a basic map.</p>		

Impact

Assessment

Through the explicit teaching of the geography skills, both the teachers and the pupils assess their learning continuously throughout the lesson. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

What geography looks like at Dodford First School

Pupil Voice

Photographs

Navigating a Map
YR



Weather and
Seasons
YR



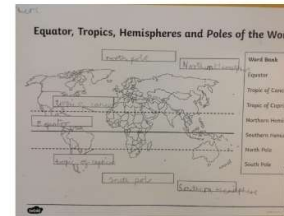
Build the United
Kingdom
Meila Y1



All About England
Sennen Y2



Map Coordinates
Imogen Y3



Equator, Tropics,
Hemispheres and
Poles of the World
Theo Y4

Disclaimer: This has been developed with reflection upon the National Curriculum (2014) and [Chris Quigley's Essential Curriculum](#).