BEING A GEOGRAPHER AT SCOTT-BROADWOOD AND THE WEALD

Being a Geographer at Scott-Broadwood and The Weald

Intent: Our Vision

At Scott-Broadwood we aim to deliver a high-quality geography education which inspires in pupils a curiosity and fascination about the world around them and its people. Through our enquiry curriculum, we equip children with knowledge about diverse places, people, resources and natural and human environments. We aim to provide children with experiences which enable them to develop as geographers, using maps and including fieldwork opportunities during our outdoor learning and exploration. We believe this will build a sense of awe and wonder about the world.

Implementation: How we plan and teach for being a Geographer

Our Geography enquiries start local and then look out to the wider world. This gives learners the confidence to talk about their locality, and in turn, gives them the tools to compare their locality with other locations around the world. Through the enquiries, we aim to develop their skills in using maps, atlases and digital resources to build their knowledge of their locality, the UK and the wider world. At Scott Broadwood, trips, visitors and using our school grounds, enrich and enhance the Geographers experiences.

Impact: How we evaluate our learning as a Geographer

The impact of our enquiry curriculum can be seen and heard as well as represented in outcomes. Impact can be seen through the children's books, displays and the challenges that the children produce. In classrooms, working walls demonstrate the learning journey; States of Being characters feature in books, classroom displays and visual timetables as well as our website and newsletters.

Scott-Broadwood and The Weald C of E Primary School ENQUIRY CURRICULUM OVERVIEW						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Reception *Adapted to respond to the needs and interests of our children.*	People, culture and communities: Babies and my Body		The Natural World: Animals and Habitats		The Natural World Plants and Food Minibeasts	
Key Stage 1 **(Year 1 & 2)** **Cycle A**	How do we live a healthy life?	How can we help?	How are schools the same?	What could my classroom be made of?	What did Brunel do for Great Britain?	How do plants grow near me? (4 weeks) What is a home? (1 week block with trip)
Key Stage 1 **(Year 1 & 2)** **Cycle B**	What do artists do? (4 weeks) How does our school change? (3 weeks – engage, immerse, know how)	What is my hat made of? What are we?	How does our school change? (1 week – Winter) Where is my school?	Who helps who? How does my school change? (1 week – Spring)	How do we move around? (4 weeks) How could we play in different ways?	How could we play in different ways? How does our school change? (1 week – Summer) What grows near me?
Lower KS2 **(Year 3 & 4)** **Cycle A**	Where does the darkness come from?	How can we find out about people in the past?	What's underneath our feet?	What is the difference between surviving and being healthy?	How can you feel the force? How do plants die?	How do plants die? Why did people travel in the past?
Lower KS2 **(Year 3 & 4)** **Cycle B**	What is the difference between noise and sound?	Why do we live here?	Where does our water come from? What should we flush down the loo?	What should we flush down the loo? What is creativity?	Why are more people becoming vegetarian? Who stood here before us?	Who stood here before us? How can we switch off?
Upper KS2 **(Year 5 & 6)** **Cycle A**	How are lives saved?	Who were the greater engineers? The Victorians or the Ancient Britons?	Linnaeus and Darwin – how are they connected?	Where does our food really come from?	Who is trading with whom? Why are shadows important?	Why are shadows important? How big is your footprint?
Upper KS2 **(Year 5 & 6)** **Cycle B**	What does the Earth look like from the solar system?	How can we show what we believe in?	Where is our twin?	What do forces actually do? How can Science help the homeless?	How do we all live together?	How are you helping to save the planet? What makes a good performance great?

Lead State of Being Supporting State of Being

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	Key Stage 1 Enquiries	**By the end of Year 2**	**Lower KS2 Enquiries**	**By the end of Year 4**	**Upper KS2 Enquiries**	**By the end of Year 6**
Locational Knowledge	**Cycle A: Summer 2: How do plants grow near me?** - name and locate the world's seven continents and five oceans.		**Cycle A: Summer 1: How do plants die?** - locate the world's countries, using maps [please see NC for full statement], concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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 (inc. day and night) **Cycle A: Summer 2: Why did people travel in the past?** - **locate the world's countries**, using maps to focus on Europe [refer to NC for full statement] and North & South America, concentrating on their environmental regions, key physical & human characteristics, countries, and major cities - **identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere** **Cycle B: Autumn 2: Why do we live here?**		**Cycle A: Spring 2: Where does our food really come from?** - locate the world's countries, using maps [...], 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 [...] - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere [...] **Cycle A: Summer 1: Who is trading with whom?** - locate the world's countries, using maps [refer to NC for full statement]; - name & locate counties and cities of UK [refer to NC for full statement]. **Cycle A: Summer2: How big is your footprint?** - 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.	

		- locate the world's countries [refer to NC for full statement] - name and locate counties and cities of the United Kingdom [refer to NC for full statement] - identify the position and significance of **<u>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</u>** [refer to NC for full statement] **Cycle B: Spring 1: Where does our water come from?** locate the world's countries, using maps to focus on physical geography [...] ❑ name & locate counties & cities of the UK, geographical regions & their identifying human & physical characteristics, **<u>key topographical features (incl. hills, coasts & rivers)</u>** **Cycle B: Spring 1&2: What should we flush down the loo?** - 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 (rivers/seas/oceans) and human characteristics, countries, and major cities **Cycle B: Summer 2: How can we switch off?** - locate countries [see NC for full statement]	**Cycle B: Autumn 1: What does the Earth look like from the solar system?** - 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 - 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) **Cycle B: Autumn 2: How can we show what we believe in?** - 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. **Cycle B: Spring 1: Where is our twin?** - locate the world's countries, [refer to NC for full statement], 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, [refer to NC for full statement].
Place Knowledge	**Cycle A: Spring 1: How are schools the same?** - understand geographical similarities and differences through studying the human and physical geography of a small area of the		**Cycle B: Spring 1: Where is our twin?** - understand geographical similarities and differences through the study of human and physical geography of a region of the United

	United Kingdom and of a small area in a contrasting non-European Country. **Cycle B: Spring 1: Where is my school?** - use simple compass directions (NSEW) and locational and directional language [please refer to NC for full statement] - identify the UK and its countries - understand geographical similarities & differences through studying human and physical geography of a small area of the UK and contrasting non-European country		Kingdom, a region in a European country, and a region within North or South America.
Human and Physical Geography	**Cycle A: Spring 1: How are schools the same?** - use basic geographical vocabulary to refer to: - 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. **Cycle A: Summer 2: How do plants grow near me?** - identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. **Cycle B: Autumn 1, Spring 1, Summer 2: How does our school change?** - identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Cycle B: Summer 2: What grows near me?** - use basic geographical vocabulary to refer to: - key physical features including: forest, soil, vegetation, garden, seasons and weather; - key human features including: city, town, farm, country.	**Cycle A: Spring 1: What's underneath our feet?** - describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, **<u>volcanoes and earthquakes</u>**, and the water cycle **Cycle A: Summer 1: How do plants die?** - describe and understand key aspects of physical geography, including: **<u>climate zones, biomes and vegetation belts</u>**, rivers, mountains, volcanoes and earthquakes, and the water cycle **Cycle B: Autumn 2: Why do we live here?** - describe and understand key aspects of: physical geography, including rivers and mountains and human geography, including **<u>types of settlement and land use</u>** **Cycle B: Spring 1: Where does our water come from?** - describe & understand key aspects of physical geography, **<u>including rivers and the water cycle</u>** **Cycle B: Summer 2: How can we switch off?** - describe and understand key aspects of human geography, including: types of	**Cycle A: Spring 2: Where does our food really come from?** - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the **<u>distribution</u>** of natural resources including energy, **<u>food</u>**, minerals and water **Cycle A: Summer 1: Who is trading with whom?** - describe & understand key aspects of Human Geography: **<u>trade links</u>** **Cycle A: Summer2: How big is your footprint?** - describe and understand key characteristics of human geography, including types of settlement and land use, economic activity including trade links, and the **<u>distribution of natural resources including energy</u>**, food, minerals and water. **Cycle B: Spring 1: Where is our twin?** - Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; - human geography, including: types of settlement and land use, economic

		settlement and land use, economic activity including trade links, and **the distribution of natural resources including energy**, food, minerals and water	activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Geographical Skills and Fieldwork	**Cycle A: Spring 1: How are schools the same?** - use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage **Cycle A: Summer 2: What is a home?** - use world maps, atlases and globes (revise UK and its countries), continents and oceans studied in KS1; - revise simple compass directions (NSEW) and locational and directional language [please refer to NC for full statement] to describe the location of features and routes on maps; - use aerial photos & plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use & construct basic symbols in a key; - use simple fieldwork and observational skills to study the geography of the school [please refer to NC for full statement]. **Cycle B: Spring 1: Where is my school?** - use aerial photographs and plans to recognise landmarks/human/physical features; devise a simple map; use basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and grounds. **Cycle B: Summer 1: How do we move around?** - 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.	**Cycle A: Spring 1: What's underneath our feet?** - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Cycle A: Summer 2: Why did people travel in the past?** use maps, atlases, globes & digital/ computer mapping to locate countries and describe features studied **Cycle B: Autumn 2: Why do we live here?** use maps, atlases, globes and digital/computer mapping [refer to NC for full statement] ❑ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods [refer to NC for full statement] **Cycle B: Spring 1: Where does our water come from?** use the eight points of a compass, symbols and key to build their knowledge [...]	Cycle A: Spring 2: Where does our food really come from? use maps/atlases/globes and digital/computer mapping to locate countries and describe features studied . Use 8 points of a compass and 6 figure grid references. Cycle A: Summer 1: Who is trading with whom? use maps, atlases, globes & digital/ computer mapping [refer to NC for full statement]; ❑ use fieldwork to observe, measure, record and present [refer to NC for full statement]. Cycle B: Autumn 2: How can we show what we believe in? use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Cycle B: Spring 1: Where is our twin? use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Vocabulary	forest, soil, vegetation, garden, seasons (spring, summer, autumn, winter)	Rock, sandstone, granite, igneous, limestone, sedimentary, mountain, geography, investigation,	seasonality ● import/export ● processed ● fairtrade

	weather (hot, cold, variable climate, change) city, town, farm, country locality, 'local', village (Capel, Beare Green), town (Dorking) or city (London) and county (Surrey) England, Britain, United Kingdom, Scotland, Wales, Northern Ireland names of all seven continents and countries looked at. ocean [names of] globe, atlas, map key, symbols human and physical geography similarity and difference compare and contrast fieldwork school grounds names of human and physical features (of the surrounding environment)	volcano, magma, mantle, earthquake, fossil, physical, compost, organic Hemisphere – northern and southern Longitude, latitude, equator mountain ● irrigation river ● ● civilisation ● ● settlement ● ● topography ● geography ● hamlet ● village ● urban/ rural meander ● source ● precipitation ● temperature ● run off ● waterfall energy solar/wind/hydro Fossil fuel Renewable	● reared ● sustainable ● agriculture ● biodiversity ● distribution ● climate ● trade trade, bartering ● import, export ● manufacturing ● merchant ● factory, fabrication ● services ● comparison environment, biodiversity ● ecology Energy latitude ● longitude ● time zone: Prime Meridian, Greenwich Meridian comparison ● region ● physical features ● human features Non-statutory ● population ● culture ● economy
Trip and Visitors		What's underneath our feet?: Mole Valley Geological Society Visitor Why did people travel in the past? Brooklands Museum	Where does our food really come from? Local farmers and food distributors. Local chef How big is your footprint? Local renewable energy companies What does the earth look like from the solar system? Winchester Science Museum and Planetarium or Mullard Space Science Laboratory – Holmbury St Mary Where is our twin? Visit from Dorking's Twin town Association Links with Twin Towns – local schools

Progression

	End of Year 2	End of Year 4	End of Year 6
Locational Knowledge	Pupils can name and locate the seven continents of the world Pupils can name and locate the five oceans of the world Pupils can name and locate the four countries of the United Kingdom Pupils can name the four capital cities of the United Kingdom	Pupils can confidently locate some countries of the world on a map. Pupils can locate cities of the United Kingdom and are beginning to identify counties Pupils can identify at least 4 for 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	Pupils can locate countries of the world, including, North and South America on a map Pupils can confidently locate counties and cities of the United Kingdom Pupils can 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 Pupils can confidently identify how aspects of the physical and human geography have changed over time
Human and Physical Geography	Pupils can identify seasonal and daily weather patterns in the UK. Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles Pupils can use a wide range of basic geographical vocabulary to refer to human features, for example, city, town, village, factory, shop Pupils can use a wide range of basic geographical vocabulary to refer to physical features, for example, beach, cliff, soil, season, season	Pupils can describe an increased range of aspects of physical geography Pupils can describe an increased range of aspects of human geography	Pupils can describe and understand a wide range of key aspects of physical geography Pupils can describe and understand a wide range of key aspects of human geography
Geographical Skills and Fieldwork	Pupils can use maps, atlases and globes to identify the UK, along with the countries, continents and oceans studied in enquiries. Pupils can use simple compass directions (N, S, E, W) Pupils can recognise landmarks and basic physical and human features using photos and plans. Pupils can devise a simple map with basic symbols in a key.	Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using:	Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of

		sketch maps, plans and graphs, and digital technologies	methods, including sketch maps, plans and graphs, and digital technologies