

Curriculum Model for Geography

Possibilities <i>This driver helps pupils to build aspirations and identify available opportunities for their future lives</i>	Initiative <i>This driver helps pupils to grow as independent learners and develops resourcefulness in a variety of situations</i>	Community & Environment <i>This driver develops a sense of belonging and nurtures curiosity about, and empathy for, local, national and global issues</i>	Health & Well-being <i>This driver underpins every aspect of our curriculum. It helps to guide children's life choices and nurtures emotional growth</i>
Desire to succeed and be inspired Appreciate our wonderful world	To investigate and observe	To respect, value and engage with our world	To understand how ours and others choices impact on our natural world

Characteristics of a Geographer

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

At the end of Key Stage One the children will know ...

- the world's continents and oceans.
- the countries and capitals of the United Kingdom.
- how a small area of the United Kingdom compares and contrasts with that of a non-European country.
- about weather and climate in the United Kingdom and around the world.
- basic geographical vocabulary to refer to and describe key physical and human features of locations.
- how to use world maps, atlases and globes.
- simple compass directions.
- how to use aerial photographs.
- how to use fieldwork and observational skills.

The children will be able to ...

Investigate places

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 globe to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
 Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding areas.
 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

Investigate patterns

Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country.
 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.
 Identify land use around the school.

Communicate geographically

Use basic geographical vocabulary to refer to:

- Key physical features including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather
- Key human features including: city, town, village, factory, farm, house, office, shop

Use compass directions (north, south, east, west) and locational language (near and far) to describe the location of features and routes on a map.

Devise a simple map and use and construct basic symbols in a key.

Use simple grid references (A1, B1)

		Milestone 1		
		Basic	Advancing	Deep
To investigate places	<ul style="list-style-type: none"> • With the support of a teacher, some geographical questions are asked and answered. • Guided by a teacher, the key features of a location are identified and described. • With support from a teacher, there is an awareness of the countries of the UK, some of the continents, oceans and countries of the world. • With support from a teacher, simple fieldwork is carried out and key human and physical features of the area surrounding the school are described. • With support from a teacher, the four countries and capital cities of the UK are named and some of their characteristics described. • With the support a teacher, the world's continents and oceans are named 	<ul style="list-style-type: none"> • Generally, some pertinent geographical questions are asked and answered. • There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is. • There is a growing knowledge of the countries of the UK and the continents, countries and oceans of the world. • A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school are generally described well using some geographical vocabulary. • The four countries and capital cities of the UK are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences. • The world's continents and oceans are named accurately and there is some application of this knowledge in describing places. 	<ul style="list-style-type: none"> • A good range of pertinent geographical questions are asked and answered. • There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is. • There is a good knowledge of the countries of the UK, the world's continents and oceans and a rapidly growing knowledge of other countries around the world. • Simple fieldwork techniques are chosen and the key physical and human features of the school are described well using geographical vocabulary. • The four countries and capital cities of the UK are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons. • The four countries and capital cities of the UK are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons. 	
To investigate patterns	<ul style="list-style-type: none"> • With the support of a teacher, locations are compared and contrasted with the use of some geographical vocabulary. With the support of a teacher, seasonal and daily weather patterns in the UK are observed and recorded. There is an awareness of the Equator, North and South Poles. • With the support of a teacher, patterns of land use near the school are investigated. 	<ul style="list-style-type: none"> • Some good comparisons, using geographical vocabulary, are applied to contrasting localities. • Seasonal and daily weather patterns are generally observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. • Patterns of land use are investigated and described using geographical language. 	<ul style="list-style-type: none"> • Good criteria and a good grasp of geographical vocabulary is used in comparing locations with contrasting characteristic features. • Seasonal weather patterns are understood well, and careful observations of daily weather undertaken. There is a well-developed ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles. • Patterns of land use are investigated and described in detail using well-chosen geographical vocabulary. 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To communicate geographically</p>	<ul style="list-style-type: none"> • With the support of a teacher, some basic geographical features are identified and used to describe a place. • With support from a teacher, compass directions and locational language are used to describe places. • With the support of a teacher, simple maps, keys and grid references are used. 	<ul style="list-style-type: none"> • A growing repertoire of geographical vocabulary is selected to describe places. • Generally, compass directions are used accurately and locational language used appropriately to describe places. • Simple maps that include keys and simple grid references are created in a number of contexts. 	<ul style="list-style-type: none"> • A large repertoire of geographical vocabulary is carefully chosen to accurately and concisely describe the key characteristics of places. • Compass directions and locational language are used fluently and accurately to describe places with judicious detail. • Maps that include keys and simple grid references and a good level of detail are created for a wide variety of purposes. Choices of symbols for keys are well reasoned.
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