



Frimley Church of England School

Approach to Geography



Purpose

Geography is the study of places and the relationships between people and their environments.

Intent

At Frimley, we aim to inspire a sense of curiosity and fascination about Britain, the world around them and its people. Geography provides children with the opportunity to learn about the world that we live in and develops contextual knowledge of physical and human features/ characteristics of the world and how these can change over time. By looking at and comparing the physical, human, economic and environmental issues and features affecting each area of the world, children can begin to understand how the choices they make have an impact on others around them. Children will also observe and collect data about people, cultures and natural environments through fieldwork, to deepen their understanding of the world we live in. Our Geography curriculum will also enable children to develop knowledge and skills that are transferable to other curriculum areas.

Implementation

- We will aim to ensure that learning is not just limited to inside the classroom and utilise opportunities for outdoor learning, where children learn from first hand experiences (including through trips, visits and ICT experiences). Also, through the integration and planning of more fieldwork-based lessons to develop subject knowledge and contextualise learning.
- Give opportunities for children to have local visits in and around the community they live in.
- Ensure that there are enough resources needed to support and develop key geographical skills (maps, atlases, ariel photographs, compasses).
- Communicate with and develop links between the Prospect Trust (KS3 & KS4) to explore and make use of their expertise/ resources.

Impact

Children will:

- Extend their personal horizons through a greater appreciation and understanding of the world and its peoples around them.
- Understand the need for sustainable relationships between people and their environment, developing a deeper connection with and love of our world.
- Enhance practical problem solving and teamwork skills.
- Through more engaging, memorable and practical lessons, children will develop their subject knowledge through contextualised learning

National curriculum expectations:

By the end of Key Stage 2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge	<ul style="list-style-type: none">• 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; and 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)
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Place knowledge	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and field work	<ul style="list-style-type: none"> 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

Geography Long term plan

	Year 3	Year 4	Year 5	Year 6
Autumn 1	UK and local area Locational and place knowledge. Geographical skills and fieldwork. Focus: Basic map skills and reading	Geographical skills and fieldwork. Focus: Traffic Survey	Geographical skills and fieldwork. Focus: Traffic Survey	Geographical skills and fieldwork. Focus: Traffic Survey
Autumn 2	Geographical skills and fieldwork. Focus: Traffic Survey			The rest of the world Locational and place knowledge.
Spring 1		Human and Physical Geography. Focus: Volcanoes and earthquakes Europe Geographical skills and fieldwork. Focus: Basic map skills Locational and place knowledge. Orienteering	Geographical skills and fieldwork. Focus: Rainfall	
Spring 2			Geographical skills and fieldwork. Focus: Basic map skills and reading Orienteering	Geographical skills and fieldwork. Focus: Basic map skills and reading Orienteering
Summer 1	Geographical skills and fieldwork. Focus: Basic map skills and reading Orienteering		Human and Physical Geography. Focus: Weather (biomes)	Human and Physical Geography. Focus: Protecting the environment
Summer 2	Human and Physical Geography. Focus: Climate zones, weather and coasts	Human and Physical Geography. Focus: Rivers, mountains and the water cycle	Nort, South and Central America Locational and place knowledge. Geographical skills and fieldwork. Focus: Basic map skills	

What Frimley offers to its pupils: (Geography medium term plans)

		Year 3	Year 4	Year 5	Year 6
	Knowledge	<p>UK and local area</p> <p>Locational and place knowledge.</p> <p>*Identify and locate the UK and its capital city and surrounding seas.</p> <p>Name and locate countries and cities in the UK.</p> <p>*Know and locate some environmental regions, key physical and human characteristics, countries and major cities of the UK.</p> <p>* name and locate geographical regions in the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Geographical skills and fieldwork. Focus: Basic map skills and reading</p> <p><u>Making and interpreting maps:</u></p> <p>Draw sketch maps of places and routes</p> <p>Begin to use some symbols when drawing and using maps</p> <p><u>Mapping skills – direction</u></p> <p>Use simple compass directions (N, S, E & W) and locational and directional language to give & follow directions on a map.</p> <p><u>Location:</u></p> <p>Use the contents and index pages of atlases</p>	<p>Geographical skills and fieldwork. Traffic Survey</p> <p><u>Geographical enquiry:</u></p> <p>Identify elements of a geographical enquiry and suggest how some data and information might be collected from primary and secondary sources</p> <p>Gather identified information and data accurately.</p> <p><u>Geographical enquiry:</u></p> <p>Present geographical information and data using bar charts, pictograms and tables choosing the most appropriate method.</p>	<p>Geographical skills and fieldwork. Traffic Survey</p> <p><u>Geographical enquiry:</u></p> <p>Pose questions to focus a geographical enquiry</p> <p>Identify data and information to be collected for a geographical enquiry and design an appropriate method of recording</p> <p><u>Geographical enquiry:</u></p> <p>Draw graphs of geographical information using a ruler accurately</p> <p>Complete, read & interpret geographical information presented in tables</p> <p><u>Organisation and communication:</u></p> <p>Produce structured informed responses that involve thoughtful selection and organisation of relevant geographical information</p>	<p>Geographical skills and fieldwork. Traffic Survey</p> <p><u>Geographical enquiry:</u></p> <p>Pose questions to focus a geographical enquiry</p> <p>Identify data and information to be collected for a geographical enquiry and design an appropriate method of recording</p> <p>Use a variety of forms of data collection accurately including sketch maps and digital technologies</p> <p><u>Geographical enquiry:</u></p> <p>Draw graphs of geographical information using a ruler accurately</p> <p>Complete, read & interpret geographical information presented in tables</p> <p>Convert raw geographical data to percentages and use this for comparative purposes</p> <p>Interpret and construct pie charts (including calculating angles from percentage data) and line graphs and use these to solve problems</p>

Autumn term	Crucial Learning	<p><i>* Physical geography relates to geography which occurs naturally.</i></p> <p><i>* Human geography relates to anything which is a human activity or has been made by humans.</i></p> <p><i>*The UK is made up of 4 countries: England, Wales, Scotland, Northern Ireland.</i></p> <p><i>*London is the capital city of England.</i></p> <p><i>*The seas that surround the UK are: Atlantic Ocean, North Sea, Irish Sea and the English Channel.</i></p> <p><i>*I live in town/city, in county, within country within the UK, within continent.</i></p> <p><i>E.g., I live in Frimley, in Surrey, within the UK, within Europe.</i></p> <p><i>*N= North, E= East, S= South, W= West</i></p> <p><i>*A map key uses symbols, colours or lines to represent important places or landmarks on a map.</i></p> <p><i>*An atlas is a book filled with maps.</i></p>	<p><i>*We use tallies when collecting data as it is a quicker method.</i></p> <p><i>*We can use data to understand more about human and physical geography.</i></p>	<p><i>*Frequency is the total amount of times something happened.</i></p> <p><i>*Percentages can help with analysing data.</i></p>	<p><i>*Technology can help to analyse data as it can be shown in a number of ways.</i></p> <p><i>*A pie chart is a circular graph which shows data in a very visual way.</i></p>
	Knowledge	<p>Geographical skills and fieldwork. Traffic Survey</p> <p><u>Geographical enquiry:</u> Identify elements of a geographical enquiry. Gather data using measurements e.g. a metre ruler to measure straight distances.</p> <p><u>Geographical enquiry:</u> Present geographical information and data using pictograms and tally charts/tables.</p>			<p>Locational and place knowledge. The rest of the world</p> <p><u>Contextual world knowledge:</u> Identify and locate a range of countries and significant geographical features in the UK, Europe, North and South America and the wider world. Know the position and significance of global features, e.g. latitude, longitude, Equator, Tropic of Cancer and Capricorn, Arctic and Antarctic circle. To understand about global economic activity and trade links.</p>
	Crucial Learning	<p><i>A tally is a way of counting when we collect information.</i></p> <p><i>Data is information we collect.</i></p> <p><i>A pictogram is a way of showing data using pictures.</i></p> <p><i>I collect data in order to find out more about the world around me.</i></p>			<p><i>*Some of the major countries in the wider world include: China, Australia, India.</i></p> <p><i>*The Tropic of Cancer is the most northern latitude where the sun can appear directly overhead at noon.</i></p> <p><i>* The Tropic of Capricorn is the most northern latitude where the sun can appear directly overhead at noon.</i></p>

					<p><i>*The Arctic circle is the northern polar circle and the Antarctic is the southern polar circle.</i></p> <p><i>*Economic activity is the amount of money a country makes and sells.</i></p> <p><i>*Trade is the activity of buying and selling goods between people or countries.</i></p>
	Theology and vision links	<p>Awe and wonder of God's creation. Christians believe that we should look after his creation and help it to grow (our planet). Questioning- Is this God's plan?</p> <p>Love Thy Neighbour- teaching the children to marvel at the world (God's creation), understand their place in the world and how to treat the world and the people in it with respect.</p>			
Spring term	Knowledge		<p>Human and Physical Geography. Volcanoes and earthquakes</p> <p><u>Geographical understanding:</u> Understand what a volcano and earthquake are and how they are made. Understand that the earth is made up of plates called tectonic plates.</p> <p>Understand where the UK and Europe are on tectonic plates.</p> <p>Understand and know the names of some well known volcanoes and the names of some fault lines where earth quakes occur.</p>	<p>Geographical skills and fieldwork. Rainfall study</p> <p><u>Geographical enquiry:</u> Pose questions to focus a geographical enquiry- children to suggest how to collect data about rainfall and what it will tell them.</p> <p><u>Geographical enquiry:</u> Draw graphs of geographical information using a ruler accurately Complete, read & interpret geographical information presented in tables Decide what is the best way to present the information and why.</p>	
	Crucial Learning		<p><i>*An earthquake is caused when tectonic plates rub together due to friction.</i></p> <p><i>*Volcanoes erupt when molten rock called magma rises to the surface.</i></p>	<p><i>*Rainfall is the amount of water which falls in a given time and area.</i></p> <p><i>*Rainfall is measured in mm in the UK.</i></p> <p><i>*Rainfall is measured in a rain gauge.</i></p> <p><i>*Temperature is measured using a thermometer.</i></p>	
	Knowledge		<p>Europe</p> <p>Locational and place knowledge. <u>Contextual world knowledge:</u> Identify and locate major European countries, capital cities and surrounding</p>		

			<p>seas. Identify and locate at least one non EU country.</p> <p>Know and locate some environmental regions, key physical and human characteristics, countries and major cities of Europe making comparisons with the UK.</p> <p>Compare settlements and land use between the UK and Europe.</p> <p>Geographical skills and fieldwork. Focus: Basic map skills</p> <p><u>Geographical understanding:</u></p> <p>Describe geographical patterns of places & features in words, diagrams & maps using subject-specific vocabulary backed up by non-technical general language</p> <p>Compare places and / or geographical features</p> <p>Describe how places change</p> <p>Identify some links between people and environments</p> <p>Suggest simple solutions to geographical issues</p> <p>Offer reasons for own views and judgements about places and environments</p>		
	Crucial Learning		<p><i>* Physical geography relates to geography which occurs naturally for example rivers and mountains.</i></p> <p><i>* Human geography relates to anything which is a human activity or has been made by humans for examples towns and cities and other settlements.</i></p> <p><i>*Settlements are places where people live.</i></p> <p><i>*Some of the major countries in Europe include: Russia, Spain, Italy, France, Germany.</i></p> <p><i>*Moscow is the capital city of Russia.</i></p> <p><i>*Madrid is the capital city of Spain.</i></p> <p><i>*Rome is the capital city of Italy.</i></p> <p><i>*Paris is the capital city of France.</i></p> <p><i>*Berlin is the capital city of Germany.</i></p>		

			<p><i>*The seas that surround Europe include: Atlantic Ocean, Arctic Ocean, Baltic Sea, Black Sea, Mediterranean Sea.</i></p>		
	Knowledge		<p>Geographical skills and fieldwork. Focus: Basic map skills and reading Orienteering & Europe</p> <p><u>Making and interpreting maps:</u> Draw sketch maps of places and routes that show some understanding of scale and direction <u>Mapping skills – direction</u> Use simple compass directions (N, S, E & W) and locational and directional language to give & follow directions on a map. Use the orienteering map of the school to locate clues and complete challenges <u>Location:</u> Use four grid references to specify position on maps of different scales including Ordnance Survey maps Use the contents and index pages of atlases <u>Mapping skills – scale</u> Use a scale bar to draw and measure straight distances on a map Measure and calculate regular perimeters and areas on maps in cm and m.</p>	<p>Geographical skills and fieldwork. Focus: Basic map skills and reading Orienteering</p> <p><u>Making and interpreting maps:</u> Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify features and describe places Draw sketch maps of places and routes that are acceptably accurate in terms of scale and direction and that use appropriate symbols <u>Mapping skills – direction</u> Use the eight points of a compass (N, S, E, W, NW, SW, NE, NE) to give and follow directions on a map and during fieldwork <u>Location:</u> Identify human and physical characteristics, key topographical features and land-use patterns <u>Mapping skills – scale</u> Draw accurate maps using appropriate scale from measurements made during orienteering.</p>	<p>Geographical skills and fieldwork. Focus: Basic map skills and reading Orienteering</p> <p><u>Making and interpreting maps:</u> Draw sketch maps of places and routes that are acceptably accurate in terms of scale and direction and that use appropriate symbols <u>Mapping skills – direction</u> Use the eight points of a compass (N, S, E, W, NW, SW, NE, NE) to give and follow directions on a map and during fieldwork-use with orienteering maps <u>Location:</u> Use six-figure grid references to specify position on maps of different scales including Ordnance Survey maps Identify lines of latitude, longitude and the Northern and Southern Hemispheres Use maps, atlases, globes and digital / computer mapping to locate named countries, cities, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns <u>Mapping skills – scale</u> Draw accurate maps using appropriate scale from measurements made during other fieldwork.</p>
	Crucial Learning		<p><u>Geographical skills and fieldwork Focus: Map skills- Europe</u> <i>*Sketch maps are simple drawings of the landscape.</i></p> <p><i>*Four- figure grid references are used to locate a particular square on a map.</i></p>	<p><u>Geographical skills and fieldwork Focus: Map skills- North America.</u> <i>*NE= North East, SE= South East, SW= South West, NW= North West</i></p> <p><i>*Topography is the description of the physical features of an area.</i></p>	<p><u>Geographical skills and fieldwork Focus: Map skills- South America and the Wider World.</u> <i>* Six- figure grid references are used to locate a precise location on a map.</i></p> <p><i>*An Ordnance survey map shows small areas in more detail than an atlas would.</i></p>

			<i>*On a map we read along the Eastings first and then the Northings (along the corridor and up the stairs).</i>		
	Theology and vision links	Awe and wonder of God's creation. Christians believe that we should look after his creation and help it to grow (our planet). Questioning- Is this God's plan? Love Thy Neighbour- teaching the children to marvel at the world (God's creation), understand their place in the world and how to treat the world and the people in it with respect.			
Summer term	Knowledge	Geographical skills and fieldwork. Focus: Basic map skills and reading Orienteering <u>Making and interpreting maps:</u> Draw sketch maps of places and routes Begin to use some symbols when drawing and using maps <u>Mapping skills – direction</u> Use simple compass directions (N, S, E & W) and locational and directional language to give & follow directions on a map. <u>Location:</u> Use the contents and index pages of atlases	Human and Physical Geography. Rivers, Mountains and the water cycle <u>Geographical understanding:</u> To understand what a river is To understand what a mountain is and how it links with rivers. To understand the water cycle and the part rivers and mountains have to play in the water cycle. To know the names and features of some famous, European mountains and rivers and compare them. To be able to locate mountains and rivers on a map. To understand why people would chose to settle by a river or a mountain.	Human and Physical Geography. Weather (biomes) <u>Geographical understanding:</u> To know what a biome is and how this is linked to climates. To know what a vegetation belt is Suggest simple reasons for why places / features / patterns are like they are, using subject-specific vocabulary, appropriate diagrams and maps. Identify some reasons why places / features / patterns change. Explain some of the links between people, places and environments.	Human and Physical Geography. Protecting the environment <u>Geographical understanding:</u> Understand how climate change is affecting the world. Understand how human activity is contributing to climate change. Understand about global warming and the ice caps melting. Explain some detailed reasons for the similarities and differences between places. Explain how changes affect the lives and activities of people. Explain some of the links between people, places, environments. Suggest valid solutions to geographical issues.
	Crucial Learning	<i>*N= North, E= East, S= South, W= West</i> <i>*A map key uses symbols, colours or lines to represent important places or landmarks on a map.</i> <i>*An atlas is a book filled with maps.</i>	<i>*A river is a natural stream of water flowing in a channel to the sea, a lake, or another river.</i> <i>*Mountains usually have steep, sloping sides and sharp or rounded ridges, and a high point, called a peak or summit.</i> <i>*Water cycle: the continuous movement of water between the air and land.</i>	<i>*Biomes are areas of the planet with similar climates, landscapes, animals and plants (e.g. rainforest, desert, woodlands).</i> <i>*A vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and how high the land is (elevation).</i>	<i>*Climate change refers to changes in the pattern of weather in an area over a long period of time.</i> <i>*Global warming is the process of our planet heating up.</i> <i>*Human activity (e.g. litter, pollution, fossil fuels) is causing worldwide temperatures to rise higher and faster than any time known in the past.</i>
		Human and Physical Geography. Climate zones, weather and coasts <u>Geographical understanding:</u> Describe geographical patterns of places & features using words and diagrams.		Locational and place knowledge. North, South and Central America <u>Contextual world knowledge:</u> Identify and locate all countries in North and South America, capital cities and surrounding seas.	

		<p>Use some subject-specific vocabulary of weather, climates and coast lines.</p> <p>Describe and compare places.</p> <p>Understand what climate zones are and the names of the 6 main climate zones.</p>		<p>Locate some environmental regions, key physical and human characteristics, countries and major cities of North, South and Central America making comparisons with the UK and Europe.</p> <p>Know the position and significance of global features such as latitude, longitude, Equator, etc.</p> <p>Compare settlements, land use and use of energy between the UK and North and Central America.</p> <p>Geographical skills and fieldwork. Focus: Basic map skills</p> <p><u>Making and interpreting maps:</u> Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify features and describe places</p> <p><u>Mapping skills – direction</u> Use the eight points of a compass (N, S, E, W, NW, SW, NE, NE)</p>	
		<p><i>*Weather is a specific event—like a rainstorm or hot day—that happens over a few hours, days or weeks.</i></p> <p><i>*Climate is the pattern of weather in an area over a long period of time.</i></p> <p><i>*A climate zone is an area that has its own distinct climate. They also have their own type of vegetation and wildlife.</i></p> <p><i>* The 6 main climate zones are polar, temperate, arid, tropical, Mediterranean, and mountain climate regions.</i></p>		<p><i>*Settlements are places where people live.</i></p> <p><i>*Land use is when an area is used for a certain purpose.</i></p> <p><i>* Energy can be made from fossil fuels. Fossil fuels such as coal, oil and gas are naturally made.</i></p> <p><i>*Some of the major countries in South America include: Brazil, Argentina, Chile, Colombia and Peru.</i></p> <p><i>* Washington DC is the capital city of the USA.</i></p> <p><i>*The seas that surround North and Central America include: Pacific Ocean, Atlantic Ocean, Arctic Ocean.</i></p> <p><i>*In the UK, we use GMT or BST as our Time Zone.</i></p> <p><i>*The Equator is like an imaginary line that goes around the Earth that goes exactly midway between the North Pole and the South Pole.</i></p> <p><i>*The Earth can be divided into two equal halves, the Northern Hemisphere and the Southern Hemisphere.</i></p> <p><i>* Latitude and longitude are a system of lines used to describe the location of any</i></p>	

				<p><i>place on Earth. The UK is on the Greenwich Meridian line which is a longitude of 0 degrees.</i></p> <p><i>*The world is split into 7 continents: Europe, Asia, North America, South America, Africa, Antarctica and Oceania.</i></p> <p><i>*NE= North East, SE= South East, SW= South West, NW= North West</i></p>	
	<p><i>Theology and vision links</i></p>	<p>Awe and wonder of God’s creation. Christians believe that we should look after his creation and help it to grow (our planet).</p> <p>Questioning- Is this God’s plan?</p> <p>Love Thy Neighbour- teaching the children to marvel at the world (God’s creation), understand their place in the world and how to treat the world and the people in it with respect.</p>			