Matlock and Dales Primary Partnership

Geography

Intent, Implementation and Impact Statement

	Key Points
Our	Our intent is to provide pupils with a deep understanding of place, space, the environment and an understanding of the world we live in. Teaching geography ensures every pupil has a better understanding of our human and physical world. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas; in addition, these can be used to make a positive contribution to the world through social and environmental action. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
Our Implementation	In the **Early Years** it is the first opportunity to see how a child interacts with their environment and how the environment influences them. Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community by allowing them to explore, observe and find out about people, places, technology and the environment – this is the first step of becoming a geographer. In **KS1 and KS2**, Teachers maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of Geography are being taught across all year groups. • Geography lessons are planned coherently, using the skills progressions, to build pupils' knowledge and understanding of the world and the interaction between physical and human processes through quality first teaching. • build geographical expertise from their local area to the wider world. This includes locational knowledge, understanding of human and physical features and geographical and fieldwork techniques. • Opportunities to develop their skills and fieldwork using maps and atlases (both physical and digital) will be provided for all pupils. Fieldwork allows pupils to apply geographical skills in a real-life setting and explore their local area and the features within it. We will develop deep subject knowledge and key skills while differentiating work for all abilities. • From EYFS up to the end of KS2, pupils will be taught various geographical terms both in our local area and worldwide. • Geography assessment is ongoing and informs teachers with planning lesson activities and differentiation; it will be tracked against the Geography progression of skills objectives. • All lessons are planned using skills progressions so that knowledge is taught across the year group; skills are progressed across the key stage with connections made to prior learning. • Children's learning is supported via the use of our developed knowledge organisers.
The Impact	Children will: • Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including the definition of 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

	EYFS	KS1	KS2
National Curriculum	**People, Culture and Communities (ELG)** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps **The Natural World (ELG)** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**Location Knowledge** • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Place Knowledge** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human & Physical Geography** • 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 **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 **Geographical Skills and Fieldwork** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • 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.	**Location Knowledge** • 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) **Place Knowledge** • 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 & Physical Geography** 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 Fieldwork** • 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 • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	EYFS Geographers	Y1 Geographers	Y2 Geographers	Y3 Geographers	Y4 Geographers	Y5 Geographers	Y6 Geographs
Learning (fundamental skills – what will constantly revisited?)	**Location Knowledge:**	**Location Knowledge:** • Know the names of the four countries in the United Kingdom and locate them on a map. • Name the capital cities of England, Wales, Scotland and Northern Ireland	**Location Knowledge:** • Name the continents of the world and locate them on a map • Locate the equator on a world map • Name the world's oceans and locate them on a map. • Know about some of the main things that are in hot and cold places	**Location Knowledge:** • Locate 6 European countries and their capital cities. • Locate the northern, southern hemispheres and equator.	**Location Knowledge:** • Locate cities and counties of the UK. • Locate national and local topographical features of the UK.	**Location Knowledge:** • Know, name and locate European countries and their capital cities. • Know the tropics of Cancer, Capricorn in relation to the equator. • Know the location of the Arctic and Antarctic Circle.	**Location Knowledge:** • Know name and locate non-European countries and their capital cities (including the Americas). • Know about time zones, latitude and longitude. • Know the Greenwich meridian
		Human and Physical • identify seasonal and daily weather patterns in the United Kingdom. • 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	**Human and Physical** • identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (see vocabulary) • 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.	**Human and Physical** • Know about volcanoes and earthquakes and their key features (see vocabulary).	**Human and Physical** • Know about the water cycle and the course of a river. • Know about settlement and land use linked to natural resources.	**Human and Physical** • Know why places are similar and dissimilar based on specific human and physical features (see vocabulary). • Locate and name some of the key mountains ranges. • Know the features of a river (see vocabulary).	**Human and Physical Geography** • Know why places are similar and dissimilar based on human and physical features. • Understand climate zones, biomes and vegetation belts. • Economic activity, including trade links and the use of natural resources including energy, minerals and water.
		Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	**Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small	**Place knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region in a European country	**Place knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region in a the UK.	**Place knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.	**Place knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region

			area in a contrasting non-European country				within North or South America
		Fieldwork Skills • 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. • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; • 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.	**Fieldwork Skills** • 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. • Use simple compass directions (North, South, East and West) and locational and directional language [e.g. near and far; left and right], 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 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.	**Fieldwork Skills** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Navigate a map using 8-point compass points and 6-point grid references.	**Fieldwork Skills** • Use the eight points of a compass, four-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 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Navigate a map using 8-point compass points and 4-point grid references.	**Fieldwork Skills** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Navigate a map using 8-point compass points and 6-point grid references	**Fieldwork Skills** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Navigate a map using 8-point compass points and 6-point grid references.
Vocab		forest, hill, mountain, river, sea; north, south, east west, Spring, Summer, Autumn, Winter; London, Edinburgh,	beach, cliff, coast, island, ocean, valley, vegetation, factory, office, harbour, office, shop, port. Europe, Asia, South America,	core, crust, dormant, eruption, lava, layers, magma, Richter scale, tectonic plates, English Channel, Irish Sea, North Sea;	North East, North West, West Midlands, East Midlands, Yorkshire and Humberside, East Anglia, South West,	Alp, Pyrenees, Caucuses, Himalayas, Rockies, Andes; Tropics of Cancer and Capricorn; Arctic and Antarctic Circles, lines	Biomes, eco-system, climate, polar climate, temperate climate; tropical climate, subtropics, lines of latitude and

		Cardiff, Belfast, forest, hill, mountain, river, sea; name human features: village, town, city, capital city, country, farm house, shop, countryside	North America, Australasia, Antarctica, Africa, Atlantic Pacific, Southern, Artic, Indian,	Atlantic, northern and southern hemispheres, equator, mountain ranges	South East, Cairngorms, Mourne Mountains, Pennines, Cumbrian Fells, Snowdonia, bank, downstream, upstream flood plain, mouth, source, tributary; cloud, condense, cyclical evaporate, precipitation; run off	of latitude, meander, oxbow, upper course, middle course and lower course; summit, outcrop, ridge, foot, valley, slope, face, snowline, treeline; know how mountains are formed: fold, fault-block, volcanic, dome, plateau	longitude; time zones, Prime Meridian, boreal. taiga forest; tempera and deciduous forest; rainforest; savannah; grassland, tundra, desert and ice
Key learning - Sticky knowledge		**Place** Compare the landscape and features of the four countries of the UK including Matlock	**Place** Compare the UK to at least one other country in the world in terms of human and physical features	**Place** Study the human and physical features of a European country and compare with prior learning.	**Place** Know the difference between UK a town and city; study the River Derwent and compare with a key UK river.	**Place** Know the differences between the 2 polar regions; compare different mountain formations and the human and physical features of the country in which they are located.	**Place** Compare eco-systems and climate in different biomes: polar climate, temperate climate; tropical climate, subtropics
		Location be able to name the capital cities of the four countries of the UK and Matlock;	Location Name the 7 continents and 5 oceans; know that oceans are bigger than seas; know that the 195 countries are grouped into continents;	Location Know the main bodies of water around the UK: English Channel, Irish Sea, North Sea; Atlantic; know that the world is split into the northern and southern hemispheres; know that the hemispheres are separated by the equator; know the key European mountain ranges	Location Locate and follow the course of key UK rivers; know the 8 regions and counties of England: north East, North West, West Midlands, East Midlands, Yorkshire and Humberside, East Anglia, South West, South East; know the mountain ranges of the UK including the highest peaks	Location Locate some of the key mountain ranges of the world: Alp, Pyrenees, Caucuses, Himalayas, Rockies, Andes; Know the Tropics of Cancer and Capricorn; know the location of the Arctic and Antarctic Circles and their lines of latitude;	Location Know the lines of latitude and longitude; know that there are different times zones and the location of the prime meridian;
		Human and Physical Know the names of the 4 seasons; the months of the year; know the four main	**Human and Physical** know physical features of beach, cliff, coast, island, ocean, valley,	**Human and Physical** Know the physical features of volcanoes: core, crust, dormant, eruption, lava, layers,	**Human and Physical** Know the key features of a river: bank, downstream, upstream flood plain,	**Human and Physical** Understand the physical features of a river: meander, oxbow, upper course,	Human and Physical Know what a biome is and that these can contain a range of eco-systems: boreal.

		compass directions; name physical features: forest, hill, mountain, river, sea; name human features: village, town, city, capital city, country, farm house, shop, countryside; recognise different weather types and the seasons in which they occur.	vegetation; know physical features of factory, office, harbour, office, shop, port	magma, Richter scale, tectonic plates; know where volcanoes can be found; study 2 volcanoes	mouth, source, tributary; know the features of the water cycle: cloud, condense, cyclical evaporate, precipitation; run off; recognise different types of transport systems across the UK	middle course and lower course and their features; Locate and name some of the key mountains ranges and their features: summit, outcrop, ridge, foot, valley, slope, face, snowline, treeline; know how mountains are formed: fold, fault-block, volcanic, dome, plateau	taiga forest; tempera and deciduous forest; rainforest; savannah; grassland, tundra, desert and ice
		Geography Skills and Fieldwork **USING MAPS** Use a simple picture map to move around the school; Recognise that it is about a place	Geography Skills and Fieldwork **USING MAPS** Follow a route on a map. Use a plan view. Use an infant atlas to locate places; recognise an aerial view; know what an atlas is; know what a key and symbols are.	Geography Skills and Fieldwork **USING MAPS** Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Geography Skills and Fieldwork **USING MAPS** Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map	Geography Skills and Fieldwork **USING MAPS** Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Geography Skills and Fieldwork **USING MAPS** Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
	DRAWING MAPS Use small world equipment to represent known places	**DRAWING MAPS** Draw picture maps of imaginary places and from stories. Draw picture maps to represent known places.	**DRAWING MAPS** Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	**DRAWING MAPS** • Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing.	**DRAWING MAPS** • Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing.	**DRAWING MAPS** • Begin to draw a variety of thematic maps based on their own data.	**DRAWING MAPS** • Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity.
	REPRESENTATION Talk about what each object on the small world map represents.	**REPRESENTATION** Use own symbols on imaginary map.	**REPRESENTATION** • Begin to understand the need for a key • Use class agreed symbols to make a simple key.	**REPRESENTATION** • Know why a key is needed. • Use standard symbols.	**REPRESENTATION** • Know why a key is needed. • Begin to recognise symbols on an OS map.	**REPRESENTATION** • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols.	**REPRESENTATION** • Use/recognise OS map symbols; • Use atlas symbols

	SCALE/DISTANCE Talk about big buildings and small buildings. Begin to use different sized objects to show this.	**SCALE/DISTANCE** • Use relative vocabulary (e.g. bigger/smaller, like/dislike)	**SCALE/DISTANCE** • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	**SCALE/DISTANCE** • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	**SCALE/DISTANCE** • Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	**SCALE/DISTANCE** • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.)	**SCALE/DISTANCE** • Use a scale to measure distances. • Draw/use maps and plans at a range of scales.
	TYPES OF MAP • Begin to use picture maps.	**TYPES OF MAP** • Picture maps and globes	**TYPES OF MAP** • Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas	**TYPES OF MAP** • Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs.	**TYPES OF MAP** • Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs.	**TYPES OF MAP** • Use index and contents page within atlases. • Use medium scale land ranger OS maps.	**TYPES OF MAP** • Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe