

## Nateby Primary School



## Geography at Nateby Primary School

### THE NATIONAL CURRICULUM

#### 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.

## **How will Geography be taught?**

### **Intent**

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. Children investigate a range of places (both in Britain and abroad) to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We are also developing the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences.

### **Implementation**

#### **How pupils at Nateby will learn through and about Geography**

### **Reception and Geography**

Our EYFS children participate in geography lessons alongside their Year 1 classmates, they will look at similarities and differences between different countries with hot and cold climates and compare them to our own country through story and small world play. They will begin to discuss geographical concepts such as human and physical geography through their own immediate environment. They will develop their understanding of how to care for their environment beginning first with the school environment and then thinking about bigger world issues such as plastic pollution.

The Early Learning Goals that link most closely to the Geography National Curriculum state:

- Children know about similarities and differences between themselves and others, and among families, communities and traditions.  
Understanding the World (People and Communities)
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.  
Understanding the World (The World)

### **Key Stage 1 National Curriculum Expectations**

#### **Locational Knowledge**

Pupils should be taught to:

- 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**

Pupils should be taught to:

- 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 and Physical Geography**

Pupils should be taught to:

- 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**

Pupils should be taught to:

- 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.

## **Key Stage 2 National Curriculum Expectations**

### **Locational Knowledge**

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

### Curriculum Disruption

<b>Geography Curriculum 2025-2026</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Class 1 EYFS &amp; YEAR1</b>	<b>My Local Area</b>  <i>Pupils should be taught to: use basic geographical vocabulary to refer to:</i> <ul style="list-style-type: none"><li>• <i>key physical features, including: beach, cliff, coast, forest, hill, mountain,</i></li></ul>	<b>The UK</b>  <i>Pupils should be taught to:</i> <ul style="list-style-type: none"><li>• <i>name and locate the world's seven continents and five oceans.</i></li><li>• <i>name, locate and identify characteristics of the four countries</i></li></ul>	<b>Oceans and Continents</b>  <i>Pupils should be taught to:</i> <ul style="list-style-type: none"><li>• <i>name and locate the world's seven continents and five oceans.</i></li></ul>

	<p><i>sea, ocean, river, soil, valley, vegetation, season and weather</i></p> <ul style="list-style-type: none"> <li>• <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></li> </ul> <p><i>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</i></p> <p>Possible Supporting Units: My local Area – Twinkl Where do I live? Plan Bee</p>	<p><i>and capital cities of the United Kingdom and its surrounding seas.</i></p> <ul style="list-style-type: none"> <li>• <i>use basic geographical vocabulary to refer to key physical and human features</i></li> </ul> <p>Possible Supporting Units: Our Country – Twinkl Where do I live? Plan Bee</p>	<ul style="list-style-type: none"> <li>• <i>use basic geographical vocabulary to refer to key physical and human features</i></li> <li>• <i>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</i></li> </ul> <p>Possible Supporting Units: Around the World – Plan Bee</p>
<p><b>Class 2 Year 2 &amp; 3</b></p>	<p><b>European Geography Country Focus: Italy</b></p> <ul style="list-style-type: none"> <li>• <i>locate the world's countries, <u>using maps to focus on Europe</u> (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></li> </ul> <p>Possible supporting unit: Italy Today from Plan Bee</p>	<p><b>The River Nile</b></p> <p><i>locate the world's countries, using maps ... concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p><i>describe and understand key aspects of physical geography</i></p> <p><i>describe and understand key aspects of human geography...</i></p> <p>Possible supporting unit: Plan Bee: The River Nile</p>	<p><b>Physical Geography: Coasts</b></p> <ul style="list-style-type: none"> <li>• <i><u>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</u> (including hills, mountains, <u>coasts</u> and rivers), and land-use patterns; <u>and understand how some of these aspects have changed over time.</u></i></li> </ul> <p>Possible supporting unit: Investigating Coasts Plan Bee Beside the Seaside Twinkl</p>
<p><b>Class 3 Year 4</b></p>	<p><b>Stone Age Sites</b></p> <p><i>NC: Pupils should be taught to;</i></p>	<p><b>World Geography: Africa</b></p>	<p><b>Settlements</b></p>

	<p><i>Name and locate countries of the UK and their topographical features</i>  <i>Use maps, atlases, globes and digital/computermapping to locate countries and describe features studied</i>  <i>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</i></p>	<p><i>NC: Pupils should be taught to 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)</i>  <i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>  <i>describe and understand key aspects of 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</i>  <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i>  <i>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</i></p> <p>Possible Supporting Unit Exploring Africa -Plan Bee</p>	<p><i>NC: Pupils should be taught to describe key aspect of 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</i></p> <p>Possible Supporting Unit: Settlements – Twinkl Settlements – Plan Bee</p>
<p><b>Class 4</b> <b>Year 5 &amp;6</b></p>	<p><b>Land Use</b></p> <p><i>NC: Pupils should be taught to describe key aspect of human geography, including: types of settlement and land use, economic activity</i></p>	<p><b>World Geography</b> <b>Country Focus: China</b></p> <p><i>NC: Pupils should be taught describe and understand key aspects of:</i></p>	<p><b>Map Work:</b></p> <p><i>NC: Pupils should be taught to use maps, atlases, globes and digital/computer mapping</i></p>

	<p><i>including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> <p>Possible Supporting Unit: Twinkl – Land Use</p>	<p><i>* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>*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</i></p> <p>Possible units: Supporting resources available via Twinkl China today Unit from Royal Geographical Society (KS3 but adaptable) What is China Like? Plan Bee</p>	<p><i>* 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</i></p> <p>Possible Supporting Units: Marvellous Maps Twinkl</p>
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<b>Geography Curriculum 2025-2026</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Class 1 EYFS &amp; Year1</b>	<p><b>Our Capital City</b></p> <p><i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> <i>use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i></p>	<p><b>Kenya</b></p> <p><i>Pupils should be taught to:</i> <i>name and locate the world’s seven continents and five oceans</i></p> <p><i>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</i></p> <p>Possible Supporting Units: Sensational Safari – Twinkl</p>	<p><b>Fieldworks Enquiry - Seaside</b></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></li> <li><i>use basic geographical vocabulary to refer to key physical and human features.</i></li> </ul>

		Let's go on Safari – Plan Bee	Possible Supporting Units: Beside the Seaside – Twinkl Seas and Coasts – Plan Bee Twinkl Geo Wonderers – Seaside enquiry
<b>Class 2 Year 2 &amp; 3</b>	<p><b>The United Kingdom</b></p> <p>● <i>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.</i></p> <p>Possible Supporting Units: The United Kingdom: Royal Geographical Society</p>	<p><b>Let's Explore London</b></p> <p>Pupils should be taught to use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>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</p> <p>Possible supporting units Let's explore London – Plan Bee Travelling Ted – London – Twinkl Travel, Tourism and landmarks – resources from BBC</p>	<p><b>Castle Locations</b></p> <p>● <i>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.</i></p> <p>(Particularly focusing on location/positioning of castles and their link to the physical/human geography of an area. )</p> <p>Possible Supporting Units: The United Kingdom: Royal Geographical Society Castles – Plan Bee</p>
<b>Class 3 Year 4</b>	<p><b>Stone Age Sites</b></p> <p><i>NC: Pupils should be taught to; Name and locate countries of the UK and their topographical features</i></p>	<p><b>World Geography: Africa</b></p> <p><i>NC: Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and</i></p>	<p><b>Settlements</b></p> <p><i>NC: Pupils should be taught to describe key aspect of human geography, including: types of</i></p>

	<p><i>Use maps, atlases, globes and digital/computermapping to locate countries and describe features studied</i></p> <p><i>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</i></p>	<p><i>South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p> <p><i>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)</i></p> <p><i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>describe and understand key aspects of 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</i></p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>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</i></p> <p>Possible Supporting Unit Exploring Africa -Plan Bee</p>	<p><i>settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> <p>Possible Supporting Unit: Settlements – Twinkl Settlements – Plan Bee</p>
<p><b>Class 4 Year 5 &amp; 6</b></p>	<p><b>The Americas</b></p> <p><i>NC: Pupils should be taught to 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</i></p>	<p><b>Europe</b></p> <p><b>Country Focus: Greece</b></p> <p><i>NC: Pupils should be taught to 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</i></p>	<p><b>Human Geography Trade and Economics</b></p> <p><i>NC: Pupils should be taught to understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</i></p>

	<p><i>Pupils should be taught to 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.</i></p> <p>Possible Supporting Units:  North America – Plan Bee  South America – Plan Bee  The Amazing Americas – Twinkl  States of America – Lesson Plans Royal Geographical Society.</p>	<p><i>characteristics, countries, and major cities.</i></p> <p><i>Pupils should be taught to 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.</i></p> <p>Possible Supporting Units:  Plan Bee - Greece</p>	<p><i>including energy, food, minerals and water.</i></p> <p>Possible Supporting Units:  Trade and Economics Plan Bee  Global Trade – Royal Geographical Society</p>
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### **Key Skills Progression in Geography**

<b><u>EYFS</u></b>	<b>Locational and Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills: Enquiry and Investigation</b>	<b>Geographical Skills: Fieldwork</b>	<b>Geographical Skills: Interpret a Range of Sources of Geographical Information</b>	<b>Geographical Skills: Communicate Geographical Information</b>
	<ul style="list-style-type: none"> <li>▶ Name and locate some places in their locality</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe some features of their location using basic geographical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe some similarities and differences when studying places and features e.g. hot</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observe and describe daily weather patterns.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of sources such as simple maps, globes, atlases and images.</li> </ul>	<p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>

			and cold places of the world.			
<b><u>Year 1</u></b>	<ul style="list-style-type: none"> <li>▶ Name and locate some places in their locality, the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe some places and features using basic geographical vocabulary.</li> <li>▶ Express their views on some features of their environment e.g. what they do or do not like.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and answer simple geographical questions.</li> <li>▶ Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observe and describe daily weather patterns.</li> <li>▶ Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of sources such as simple maps, globes, atlases and images.</li> <li>▶ Know that symbols mean something on maps.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.</li> <li>▶ Draw, speak or write about simple geographical concepts such as what they can see where.</li> </ul>
<b><u>Year 2</u></b>	<ul style="list-style-type: none"> <li>▶ Name and locate significant places in their locality, the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Describe places and features using simple geographical vocabulary.</li> <li>▶ Make observations about features that give places their character.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and answer simple geographical questions when investigating different places and environments.</li> <li>▶ Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Identify seasonal and daily weather patterns.</li> <li>▶ Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</li> <li>▶ Use simple compass directions as well as locational and directional language when describing features and routes.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Express views about the environment and can recognise how people sometimes affect the environment.</li> <li>▶ Create their own simple maps and symbols.</li> </ul>
<b><u>Year 3</u></b>	<ul style="list-style-type: none"> <li>▶ Name and locate a wider range of places in their locality, the UK and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use geographical language to describe some aspects of human and physical features and patterns.</li> <li>▶ Make observations about places and</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and answer more searching geographical questions when investigating different places and environments.</li> <li>▶ Identify similarities, differences and</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observe, record, and name geographical features in their local environments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</li> </ul>

		features that change over time.	patterns when comparing places and features.		<ul style="list-style-type: none"> <li>▶ Use the eight compass points and recognise some Ordnance Survey symbols on maps.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicate geographical information through a range of methods including the use of ICT.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>▶ Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use geographical language to identify and explain some aspects of human and physical features and patterns.</li> <li>▶ Describe how features and places change and the links between people and environments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and respond to more searching geographical questions including 'how?' and 'why?'</li> <li>▶ Identify and describe similarities, differences and patterns when investigating different places, environments and people.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observe, record, and explain physical and human features of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information.</li> <li>▶ Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Express their opinions on environmental issues and recognise that other people may think differently.</li> <li>▶ Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>▶ Name and locate an increasing range of places in the world including globally and topically significant features and events.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</li> <li>▶ Demonstrate understanding of how and why some features or places</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</li> <li>▶ Recognise geographical issues affecting people in different places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of maps and other sources of geographical information and select the most appropriate for a task.</li> <li>▶ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</li> <li>▶ Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information.</li> </ul>

		are similar or different and how and why they change.				
<b><u>Year 6</u></b>	<ul style="list-style-type: none"> <li>▶ Name and locate an extensive range of places in the world including globally and topically significant features and events.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</li> <li>▶ Explain some links and interactions between people, places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</li> <li>▶ Make predictions and test simple hypotheses about people, places and geographical issues.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</li> <li>▶ Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</li> <li>▶ Communicate geographical information using a wide range of methods including writing at increasing length.</li> </ul>

### **Cultural Capital**

In addition to the National Curriculum objectives, the Geography curriculum at Nateby Primary School is enriched with a range of extra-curricular activities designed to enhance the learning experience of our learners and increase their cultural capital. These enrichment opportunities include:

Educational Visits within the local area e.g. Humblescough Farm and exploring a seaside locality at Fleetwood, river sampling at Myerscough College

Inviting visitors into school e.g. United Utilities who run workshops focused on the water cycle,

Researching community and charity work, including projects such a Water Aid.

### **Covid 19 Response**

On return to school and resuming normal teaching we have ensured we assess the needs of our children and endeavoured to adapt planning to meet those needs. We use direct teaching focused on any skills that need refreshing and reminders of what we have learnt already. We also endeavour to re-ignite children's enthusiasm for the subject where it has not been a priority at home.

### **Impact**

We assess children's learning in geography by using formative assessment throughout each lesson to make informal judgements. On completion of a piece of work, teachers mark the activity and comment as necessary. At the end of a topic, the teacher makes a summary judgement about the work of each child, whether they are working towards, have met or are exceeding the skills and knowledge needed for the year group. We use this as a basis for assessing the progress of the child at the end of the year.

The impact and measure of this is that children at Nateby are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world.

We want the children to have thoroughly enjoyed learning about geography, therefore encouraging them to undertake new life experiences now and in the future.