

Geography Curriculum INTENT

The geography curriculum at Nethergate intends to inspire a curiosity and fascination about the world and its people. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments. Pupils will develop knowledge about their immediate environment and use this to compare and contrast with significant places in a wider context- Clifton, Nottingham, the United Kingdom and the world. Pupils will study globally significant places including terrestrial and marine environments. As we deepen an understanding of the Earth's key physical and human environments, pupils will begin to understand how they are interdependent and can change over time.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. This progression will also include the use of equipment to collect and analyse data through fieldwork experiences, and interpreting a range of sources of geographical information including maps and aerial photographs. They may then be able to communicate geographical information in a variety of ways including maps, numerical and quantitative skills.

Long Term Plan for Geography

	Informal	Semi-formal	Formal
Communication	Pupils will communicate through their preferred methods, gestures, signs and symbols to make choices and express their likes/dislikes of a variety of geographical places, features and items which they will explore and discover e.g. "like water", "more sand".	Pupils will communicate through key words and some geographical terminology (verbal/written/chosen method) to develop their geographical knowledge and understanding e.g. communicating and describing where they live and local areas of interest	Pupils will communicate their geographical knowledge using the correct terminology (written/verbal/chosen method) to deepen their geographical understanding e.g. write about the weather, record compass directions
Independence	Pupils will independently engage with and discover a variety of geographical items and features through exploration and be able to navigate through their immediate environment e.g. can navigate their way through their part of school and outside area independently. Engage with small world representations of environmental features.	Pupils will independently develop their geographical and navigational skills, knowledge and understanding through comparison and identification of different features e.g. recognition of both human and physical features in their local area, identify a church by looking at its features, name a shop or describe what you would find at a park. Move round a larger area using pictures or symbols independently.	Pupils will independently deepen, consolidate and extend their geographical and navigational skills, factual knowledge and conceptual understanding through collection and analysis of a range of data and information from different sources and experiences e.g. using a range of different maps including arial photographs, taking fieldwork samples and following 8 points of a compass.
Safety	Pupils will demonstrate safe behaviour in their familiar surroundings including outside. Demonstrate safe behaviour around water.	Pupils will demonstrate safe behaviour in familiar surroundings and when visiting the local community. They will know some safety rules for going near water-ponds/ streams/ rivers. Pupils will be able to take part in field trips in urban areas displaying safe behaviour such as taking public transport, visiting supermarkets and parks.	Pupils will be able to explain why and how we need to be safe outside of school when on field trips further away from school. They will know safety rules for being around water, crossing roads and the Countryside Code. Pupils will be able to safely use a range of equipment to collect data.
Wellbeing	Pupils will feel more comfortable in familiar surroundings at home and school- classroom, quiet room, sensory areas, playground, home. They will build confidence by visiting new places that are within their local environment- parks, shopping areas.	Pupils will develop their understanding of where they fit into the world through study of places and people who are similar and different to themselves.	Pupils will deepen their understanding of places and people known and unknown by studying human and physical features in their local community and the wider world e.g. a village, a rural area, coastal areas, mountainous regions.

In Geography, pupils will be expected to know, understand and apply the following by the end of each learning stage;

Informal	Semi-formal	Formal
<p>Locational knowledge</p> <p>Pupils will show an awareness of locational geography through symbol use and sensory activities in their immediate environment. E.g. know where the sand play or water area is, recognise the symbol for the sensory room, know where they eat dinner, recognise familiar places in photos.</p>	<p>Pupils will develop their knowledge of the wider world by naming and locating some human and physical characteristics of their known environment including river, shops (or developing to include The River Trent, Clifton shops).</p> <p>E.g. on a trip round the local area they can name a river, field use, building use. Pupils may look at globes, aerial photos, maps and satellite images and comment on land and water looking different colours.</p>	<p>Pupils will demonstrate their knowledge of the world by naming, locating and identifying characteristics of continents, oceans, some countries, major or capital cities, northern and southern hemisphere, the Tropic of Cancer and Capricorn. They will be able to name key topographical features (hills, mountains, coasts and rivers) and some land use patterns.</p> <p>Some pupils will even look at how land use patterns have changed over time.</p>

Informal	Semi-formal	Formal
<p>Place Knowledge</p> <p>Pupils will discover a range of food, cultural clothing and physical geography in their local community and in other parts of the world.</p> <p>e.g. cooking different dishes, engaging in photographic or video images, listening to stories based in different countries</p>	<p>Pupils will develop an understanding of geographical similarities and differences through studying the human and physical geography of the local area (Clifton, Nottingham) and of a small area that provides significant contrast.</p> <p>e.g. through case study, studying photographs, videos</p>	<p>Pupils will express their understanding and knowledge of similarities and differences through comparison of human and physical geography in detail.</p> <p>e.g. 2 areas that are not known personally to them, or comparing another location with Nottingham.</p>

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<p>Human geography</p> <p>Pupils will move around the local area and begin to identify man-made features e.g. house, shop.</p> <p>Pupils will interact with a variety of man-made and natural materials in play situations.</p>	<p>Pupils will visit the local area and develop an understanding of the human made features of places and begin to identify them. e.g. city, town, village, factory, farm, house, office, and shop.</p>	<p>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.</p> <p>E.g. visiting weirs on the River Trent, Nottingham canal, a train station, local farms.</p>

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<p>Physical Geography</p> <p>Pupils will engage with sensory experiences to help them begin to discover a range of physical geographical features. e.g. making hills in soil, using sand and water to find out about beaches.</p>	<p>Pupils will develop their knowledge of physical geography by identifying natural features. e.g. Beach, coast, forest, hill, mountain, sea, ocean, river, valley</p>	<p>Pupils will increase their understanding of physical geography on a wider world scale including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>

Informal	Semi-formal	Formal
<p>Physical geography- weather</p> <p>Pupils will discover weather through sensory experiences and playing outside in different weather. E.g. splashing in puddles, flying kites in the wind, snow play.</p>	<p>Pupils will develop their understanding of the weather through identifying and describing seasonal and daily weather patterns in their immediate environment.</p>	<p>Pupils will begin to find out and compare weather in other locations around the world e.g. North Pole, equator. Pupils will understand that weather and seasons are affected by climate zones</p>

Informal	Semi-formal	Formal
<p>Geographical skills and fieldwork</p> <p>Pupils will locate places and things in their immediate environment from photos or concrete objects. For example, leaf hunting, trees,</p>	<p>Pupils will develop fieldwork skills and begin to use positional and directional language to describe observations, for example following directions in treasure hunts. They will begin to record their data using tally charts and other recording methods.</p>	<p>Pupils will undertake fieldwork and make observations on the human and physical features in the local area. They will begin to use maps, graphs, photographs and plans. Pupils will make measurements in charts and tables and begin to decide what to measure.</p>

Informal	Semi-formal	Formal
<p>Geographical skills and Fieldwork- map skills</p> <p>Pupils will locate familiar items and places in their immediate environment through symbols. They will also begin to handle geographical materials- globes, maps, compasses.</p>	<p>Pupils will develop their geographical skills using different types of maps of their immediate environment. They will be able to recognise some of the features labelled on a map.</p>	<p>Pupils will develop their understanding of maps, globes and atlases to extend their knowledge of the UK and wider world as well as locate countries and describe features.</p>