

Geography

- **At Mead we aim to enable pupils to achieve the highest standard possible. We :**
- **Provide pupils with a challenging and inspiring geography curriculum**
- **Promote a positive attitude to geography**
- **Teach key geographical skills and knowledge**
- **Provide pupils with exciting enrichment opportunities such as trips and workshops**
- **Involve pupils in planning and evaluating their own learning**
- **Use skilled questioning to promote active learning**
- **Use marking to inform pupils' learning and move them forward**

National Curriculum Requirements of Geography at Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Geography in primary is taught through 4 strands; geographical enquiry, physical geography, human geography and geographical knowledge.

National Curriculum Requirements of Geography at 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. Geography in primary is taught through 4 strands; geographical enquiry, physical geography, human geography and geographical knowledge.

Year group	Geography overview for the academic year.
Year R	In Reception, Geography is not taught as an explicit subject. Geographical skills such as directional language are practised through talk and play. Children who join our class from other countries are encouraged to talk about and share their traditions and beliefs, and acceptance and appreciation of different cultural backgrounds are promoted within the school ethos.
Year 1	In year 1, children begin to develop locational awareness on a global scale through the study of the world's continents and seas. Children then broaden their understanding of the countries in the United Kingdom through studying castles and rivers. Towards the end of year 1, children study seasonal change and weather through their 'five-a-day' topic where they compare different areas where fruit and vegetables are grown. Year 1 Geography concludes with a consolidation of the world's continents and seas, focussing on Africa as a place of interest.
Year 2	In year 2, children begin to study where we live and the world around us. The year 2 curriculum enables children to develop their locational understanding of the continents and oceans on our planet, and identifying characteristics of the 4 countries in the United Kingdom. This study includes seasonal and daily weather patterns within the UK before comparing and contrasting features and traditions of the UK with Africa. Children then develop their understanding of hot and cold areas of the world in relation to the equator, Year 2 fieldwork concludes the academic year with study of key physical features such as cliffs, coasts and forests. Children use areal photographs to navigate around a map using simple compass directions.
Year 3	In year 3, children begin by identifying the features of the United Kingdom including borders

	and rivers. Children develop an understanding as to how a city becomes a capital city, and compare human traditions in countries in the UK. Children then use digital mapping and atlases to locate mountain ranges and rivers across the world. They develop an understanding of how our planet is made through a basic introduction to plate tectonics, and learn the journey of a river from source to mouth. Children are introduced to climate and how this changes under different circumstances around the world.
Year 4	In year 4, children begin by deepening their understanding of where countries are situated in Europe including Russia. Children use atlases, globes and digital mapping to locate countries and describe their physical and human characteristics. Children then home in on the United Kingdom through studying topological features and land-use patterns. They begin to develop an understanding of how some aspects have changed over time. Year 4 Geography concludes with a study of South America and the rainforest. This topic covers aspects of both human and physical Geography such as settlement, land-use and deforestation.
Year 5	In year 5, children focus on North America, concentrating on environmental regions, key physical features as well as human characteristics within countries and major cities. Local geography focuses on the islands surrounding the United Kingdom. Children study key topological features such as mountains, coasts and rivers, as well as land-use patterns that have changed over time. In year 5, children compare both human and physical features of a place. Year 5 Geography concludes with a focus on forests and how deforestation affects living things.
Year 6	In year 6, children study the position and significance of latitude and longitude and begin to understand how time zones differ across the northern and southern hemisphere of the earth. Children make international links with regards to import and export, trade, settlement and distribution of natural resources. The year 6 Geography curriculum concludes with a study of natural disasters; their physical and human effects and how the media portrays these disasters globally.