

Geography Subject Policy

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Policy Monitoring, Evaluation and Review

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Together We Make a Positive Difference

<p>ENTHUSIASM</p> <p>Offering a knowledge-rich, culturally inclusive, exciting curriculum that breeds enthusiasm for learning.</p>	<p>KINDNESS</p> <p>Giving pupils the steps to succeed, respect others, work collaboratively and become kind, inclusive members of society.</p>	<p>RESPONSIBILITY</p> <p>Teaching pupils to become responsible citizens to themselves, their families, the school, the community and the wider world.</p>	<p>RESILIENCE</p> <p>Allowing pupils to make mistakes, the opportunity to adapt to change and build resilience to overcome adversity.</p>	<p>COURAGE</p> <p>Providing the occasion for pupils to push boundaries, challenge their world view and be courageous in their decision making.</p>	<p>CURIOSITY</p> <p>Fostering a culture of curious questioning, independent research, self-led learning and discovery through exploration.</p>
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Geography Intent



<p>Every year group experiences a field trip to a different geographical location.</p>	<p>We provide opportunities for pupils to help the community: e.g. Food bank.</p>	<p>Pupils learn how to be responsible citizens in the local and global community.</p>	<p>Through orienteering, pupils experience challenging, increasing complex tasks.</p>	<p>Pupils use their voice to take an active part in change.</p>	<p>We make links with other countries through the British Council.</p>
<p>Units are made real and relevant through authentic images and sources.</p>	<p>In every year, pupils learn about sustainability and how to be global citizens.</p>	<p>Pupils are encouraged to look after Fosse by recycling, turning off lights and litter picking.</p>	<p>Pupils use field work skills to navigate new locations.</p>	<p>Pupils challenge world leaders and companies as ambassadors of the planet.</p>	<p>Pupils explore a wide range of geographical locations.</p>
<p>We ensure that our curriculum choices have a connection to pupils.</p>	<p>Through orienteering and field work, pupils work in collaboration and as teams.</p>	<p>Pupils fund-raise for Woodland Adventure Playground in the community.</p>	<p>Pupils are encouraged to make mistakes and try again.</p>	<p>Pupils debate, present ideas, challenge opinions and give speeches.</p>	<p>Pupils collect and analyse data through field work.</p>

Progression of Knowledge and Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge							
The U.K and local area.	<p>I can recognise and describe features in my immediate environment</p> <p>I can begin to name and identify features in my local environment such as school, shops and landmarks.</p> <p>I can understand that I live in the UK and that it has different places such as cities, villages, countryside (helping them to make connections beyond their immediate locality.)</p> <p>I can use simple directional language to describe their local area such as near, next to</p>	<p>I know the name of the 4 countries that make up the UK.</p> <p>I know the name of the 4 seas and oceans that surround the UK.</p> <p>I can identify the United Kingdom (UK) on a world map.</p> <p>I can locate Leicester on a map of the UK.</p>	<p>I can locate the 4 countries that make up the UK on map.</p> <p>I know the name of the 4 capital cities of the UK.</p> <p>I can locate the 4 capital cities of the UK on a map of the UK.</p> <p>I can identify characteristics of the 4 countries of the UK.</p>	<p>I know that the UK can be divided into 14 geographical regions.</p> <p>I can identify some of the features of each geographical regions.</p> <p>I can name and locate key topographical features of the UK: mountains, rivers, lakes, coasts, Islands, National Parks.</p>	<p>I know some of the major cities in the UK: Manchester, Leeds, Birmingham, Liverpool, Glasgow, Sheffield, Newcastle upon Tyne, Bristol, Nottingham, Derby, Leicester and London.</p> <p>I can locate some of the major cities on a map.</p>	<p>I know that the UK is divided into over 100 counties.</p> <p>I can name and locate some of the major counties of England: Leicestershire, Rutland, City of London, Greater London, Cornwall, Devon, Suffolk, Essex, Northumberland, North Yorkshire, Norfolk.</p>	<p>I know how land use patterns have changed overtime: pre-industrial era, industrial revolution, 20th Century, post-war, 21st century and current trends.</p>
The world	<p>I can begin to understand there are places beyond my home such as cities and countries and begin to express</p>	<p>I know what country I was born in.</p> <p>I know what country my parents were born in.</p>	<p>I know some of the geographical characteristics of the country I was born in.</p> <p>I know which continent family were born on.</p>	<p>I know that the Mediterranean region encompasses many countries located around the Mediterranean Sea: Spain, France, Italy,</p>	<p>I know the 12 countries that make up South America.</p> <p>I can locate the 12 countries of South America on a map.</p>	<p>I can name and locate on a world map the countries that make up Scandinavia: Sweden, Denmark and Norway.</p>	<p>I know the location of the allies and axis in WW2: USA, Russia, France, Germany, Poland, Austria, Italy, Spain, Japan, India, China, Australia.</p>

<p>curiosity about the wider world</p> <p>I can explore different environments through stories, pictures and videos and comment on contrasts such as deserts, seas, forests and mountains.</p> <p>I can name weather features and begin to understand that some countries have different climates (hot and cold weather)</p> <p>I can look at simple maps and globes and begin to recognise that they represent different countries and continents</p>	<p>I can locate where I was born on a world map.</p> <p>I can begin to name the world's 7 continents and 5 oceans.</p>	<p>I can name and locate the world's 7 continents.</p> <p>I can name and locate the world's 5 oceans.</p>	<p>Malta, Greece, Turkey, Morocco, Algeria, Tunisia, Libya, Egypt, Israel, Lebanon, Syria.</p> <p>I can identify Italy on a map and the capital city: Rome.</p> <p>I can locate and identify tectonic plates.</p> <p>I know where 'danger zones' are located around the world.</p>	<p>I know the position of the equator and the North and south hemispheres.</p> <p>I can locate areas of the world where cocoa is grown.</p> <p>I can locate Egypt on a world map and the capital city: Cairo.</p>	<p>I can identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>I know the significance of Greenwich meantime and time zones.</p>	<p>I can locate North America on a world map and name some of the countries that make up the continent: Canada, USA, Mexico, Greenland, Guatemala, El Salvador, Honours, Nicaragua, Costa Rica, Panama, Belize as well as the Caribbean Islands.</p> <p>I can locate New York City.</p> <p>I can locate Greece on a world map and the capital city: Athens.</p>
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Place Knowledge

<p>Understanding places and connections</p>	<p>I can understand that different countries have different cultures, traditions and landscapes.</p> <p>I know that some countries hold significance to some of my peers.</p>	<p>I know that I live in Leicester city.</p> <p>I can compare Leicester City to other places I have been or lived.</p>	<p>I know that Africa is continent made up of 54 countries that are all different.</p> <p>I can compare urban and rural family life in Nigeria and England and comment on what I see, hear and feel.</p>	<p>I know the physical characteristics of UK.</p> <p>I know the human geography features of Leicester.</p> <p>I know the world is divided into tectonic plates.</p>	<p>I know how to interpret human and physical geographical data in order to make comparisons between a country in South America and the UK.</p> <p>I can use comparative language to describe places and make connections.</p>	<p>I know the geographical extent of the British Empire and understand its impact on global geography.</p> <p>I know the relationship between the Scandinavian countries: Norway, Sweden and Denmark.</p>	<p>I can compare the human and physical geography of New York and Leicester.</p> <p>I know the main pull factors of migration to American in the 1900's.</p> <p>I can compare the physical and human</p>
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	<p>I can understand my own place in the world and identify home, school and the local area as unique to me and that I have a sense of belonging.</p> <p>I can identify what is near and far.</p> <p>I can identify familiar routes such as from classroom to playground and home to school and that they connect places I know.</p> <p>I can begin to see that places are connected by things like roads, bridges, rivers and flights.</p> <p>I know that connections allow people to travel and communicate across distances.</p> <p>I can recognise that different places may make me feel different emotions and that I can identify sounds, sights and smells.</p>		<p>I know why castles were built on hills.</p> <p>I know which land features made a castle easier to defend including the use of valleys, cliffs, rivers, forest, beach, coast, seas, hills and moats.</p>	<p>I can identify which countries are significantly affected by impact of tectonic plates: Japan, Indonesia, Chile, New Zealand, Italy, Greece, USA.</p> <p>I know the impact of volcanoes and earthquakes on civilisations.</p>	<p>I know geographical similarities and differences between Cairo and Leicester.</p> <p>I know the significance of the river Nile and its impact on settlements.</p> <p>I know why tourists continue to visit modern Egypt.</p>	<p>I can compare the human and physical geography of the UK and Scandinavia.</p>	<p>geography of England and Germany.</p> <p>I know how geography influenced Ancient Greek civilization, trade, and cultural development.</p>
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Human and Physical Geography

Physical

<p>I can notice natural features around me such as trees, hills, rivers or rocks and that these are different to man made features</p> <p>I can recognise weather and learn about changing seasons.</p> <p>I know that weather affects the world around me like changes in plants or clothing</p> <p>I can explore land features such as bodies of water or mountains through pictures, books and outdoor experiences.</p> <p>I can begin to understand that different animals live in different habitats and that natural features support different wildlife.</p>	<p>I know that physical features are natural.</p> <p>I can begin to understand the longevity of physical features.</p> <p>I can name and identify some physical features of Leicester: hill, park, grass, river, trees.</p> <p>I know the 4 seasons of the UK.</p> <p>I can identify the features of each season.</p> <p>I can observe weather patterns in Leicester.</p> <p>I know how the seasons affect the growth of plants.</p>	<p>I know the difference between human and physical geography.</p> <p>I know the location of the Equator and the North and South pole.</p> <p>I can explain why some countries are hot and some are cold.</p> <p>I can compare the physical geography of England and Nigeria including climate, mountains, rivers, plains, forests, swamps, steamy jungles.</p> <p>I know how physical geography impacts the location of castles: and settlements: forests, beach, cliffs, valleys.</p> <p>I can identify different bodies of water: ocean, sea, lake, river, canal.</p> <p>I know the features of the different oceans.</p>	<p>I know the physical features of the UK including Mountains., rivers, terrain, climate, coast lines and islands</p> <p>I know how volcanoes are formed and how they erupt.</p> <p>I know the cause of earthquakes and Tsunamis.</p> <p>I know which natural disasters occur due to Earth's physical features.</p>	<p>I know the importance of the River Thames during the Industrial Revolution.</p>	<p>I know the physical similarities and differences between the Scandinavian countries.</p>	<p>I can explain the differences between North and South America's physical features.</p> <p>I can compare New York City and Leicester's physical features.</p> <p>I know the physical features of Germany and the UK.</p> <p>I know how fossil fuels are created and they are a finite resource.</p>
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	I can begin to understand that natural features can change such as leaves changing colour and ice melting.						
Human	<p>I can recognise different types of buildings in my local area and their uses eg homes, shops and parks.</p> <p>I know about different roles in the community eg teachers, firefighters and how they help the community.</p> <p>I can explore how people live and work in different environments eg farmers, role play, schools etc and identify simple differences between these areas.</p> <p>I can explore how people move around the community and travel with cars, buses, planes etc and the reasons why people might travel.</p>	<p>I know that Leicester is a city.</p> <p>I know that human features are man-made.</p> <p>I can begin to understand that man-made features are modern.</p> <p>I can name and identify some human features of Leicester: city, house, shops, landmarks, cathedral, houses, roads, population.</p>	<p>I know that human geography explores the relationship between people and their environment.</p> <p>I can compare the human geography of England and Nigeria including currency, landmarks, religion, size, landmarks, money, language.</p>	<p>I know that Leicester's population is diverse.</p> <p>I can interpret data based on population, religion, economic activity and tourism.</p> <p>I know why settlements have built in the areas they have.</p> <p>I know how homes have changed throughout time.</p> <p>I can explain land use change and the impact of agriculture and farming.</p>	<p>I can explore the journey of the cocoa bean and begin to understand trade routes.</p> <p>I can examine life as a rural cocoa farmer and explore similarities and differences between lives.</p> <p>I can interpret interviews and data to assess the impact of the 2004 Indian Ocean Earthquake.</p>	<p>I can describe the cultural impact of the British Empire through exploring Commonwealth.</p> <p>I know the reasons why people see the UK as an economic benefit of migration.</p> <p>I know the similarities and differences between the human features of the Scandinavian countries.</p>	<p>I can explain economic reasons to migrate to America in the 1900s.</p> <p>I can understand the need for border security and how this may lead to war.</p> <p>I know what fossil fuels are used for.</p> <p>I can describe land use change throughout history.</p>

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Sustainability

	<p>I know that I need to pick up litter, recycle and care for plants because this keeps our environment clean and safe.</p> <p>I can recognise that plants, trees and animals are important for the world and by caring for nature living things will thrive including humans.</p> <p>I can sort materials like plastic and paper and begin to understand the importance of reducing waste.</p> <p>I can start to learn simple ways of conserving resources such as turning off taps and lights.</p>	<p>I know who David Attenborough is and why he is an important figure.</p> <p>I know the importance of protecting habitats for plants and animals.</p> <p>I can identify recyclable materials and understand the benefits of reducing waste and reusing materials.</p>	<p>I know who Greta Thunberg is and why she is an important figure.</p> <p>I know how humans are negatively impacting ocean.</p> <p>I can suggest ways to reduce the harmful human impact on the ocean.</p>	<p>I know who Isabella Tree is and why she is an important figure.</p> <p>I know how humans have negatively impacted biodiversity through over farming.</p> <p>I can suggest ways in which humans can support sustainable land use practices.</p>	<p>I know who Nemonte Nenquimo and why she is an important figure in Ecuador.</p> <p>I know the impact of deforestation and how to prevent and educate around the subject.</p>	<p>I know who Boyan Slat is and what his charity does.</p> <p>I know what pollution is.</p> <p>I know the impact plastic pollution has on sealife.</p> <p>I know the importance of recycle, re-use and reduce.</p>	<p>I know who Anthony Nyong is and his work on building sustainable growth in Africa.</p> <p>I know what renewable energy sources are available.</p> <p>I know how to conserve fossil fuels and promote sustainability.</p> <p>I can describe climate change.</p>
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Geographical Skills and Fieldwork

Enquiry	<p>I can begin to ask simple questions about the world around me such as "What is this place like?" or "Who lives here?"</p> <p>I can explore my immediate environment, noticing key features.</p>	<p>I can begin to ask questions e.g. What is Leicester like?</p> <p>I can respond to what and where questions.</p> <p>I can communicate simple observations.</p>	<p>I can ask interpretive questions e.g. what is a lake like?</p> <p>I can use observations to respond to questions.</p> <p>I can communicate verbally and through drama, pictures, sketches and maps.</p>	<p>I can ask complex questions about geographical topics such as How does this place make me feel?</p> <p>I can make predictions before I conduct environmental research.</p>	<p>I can ask complex questions about geographical topics such as how do people use the place they live.</p> <p>I can use interview skills to obtain personal observations of place.</p> <p>I can begin to think about extending enquiry into future developments.</p>	<p>I can observe my surroundings and make comparisons.</p> <p>I can communicate my findings through written and verbal means.</p>	<p>I can conduct research to find out about innovative technology and ideas.</p> <p>I can collect opinions, analyse and present them.</p>
Map and Atlas work	<p>I can recognise locational words such as left and right and propositions.</p> <p>I can begin to recognise symbols.</p> <p>I can recognise what objects look like from above and create models.</p> <p>I can discuss why a map is needed.</p> <p>I can discuss information found on pictorial maps</p> <p>I can use emotional mapping.</p>	<p>I know what a map is.</p> <p>I can make simple pictorial maps and plans.</p> <p>I can use a world map to locate where I was born.</p> <p>I can use world maps, atlases and globes to identify the UK and its 4 countries.</p> <p>I can begin to recognise what simple symbols mean on a map.</p> <p>I can notice that objects that are further away appear smaller.</p>	<p>I know why maps are important and useful.</p> <p>I can use world maps, atlases and globes to identify the continents and oceans.</p> <p>I can use world maps, atlases and globes to identify the human and physical features.</p> <p>I can use my own symbols on maps and understand the need for a key.</p> <p>I can use alphanumeric grid references.</p>	<p>I can recognise symbols on weather maps.</p> <p>I can use maps, atlases, and globes to locate countries, regions, and key physical features.</p> <p>I can use 4 figure OS grid reference.</p> <p>I can draw a sketch map of a place.</p>	<p>I can draw a sketch map of a place beginning to use scale.</p> <p>I can create more detailed sketch maps, including simple annotations and symbols.</p>	<p>Use a variety of maps, atlases, and digital tools to locate and compare regions, countries, and key geographical features worldwide.</p>	<p>Master the use of 4- and 6-figure grid references, latitude, and longitude to pinpoint locations accurately</p>
Fieldwork	<p>I can observe the immediate</p>	<p>I can follow simple directions.</p>	<p>I can devise a simple map.</p>	<p>Conduct fieldwork in a variety of</p>	<p>Conduct fieldwork in a variety of</p>	<p>Conduct in-depth fieldwork in diverse</p>	<p>Produce detailed and annotated sketch</p>

	<p>environment and use my senses to to notice details such as colour, texture, sounds and smells.</p> <p>I can use magnifying glasses, collecting jars and simple cameras to observe plants, insects and natural features.</p> <p>I can gather natural materials and discuss their texture, shapes and colours.</p> <p>I can follow simple routes in familiar outdoor spaces and simple maps to explore and discuss locations.</p>	<p>I can use simple fieldwork and observational skills to study the geography of the school and its grounds.</p> <p>I can use locational and directional language [for example, near and far; left and right], to describe the local area, including the school.</p>	<p>I can use and construct basic symbols in a key.</p> <p>I can use simple compass directions (North, South, East and West)</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>environments (e.g., urban and rural), making detailed observations of physical and human features.</p>	<p>environments (e.g., urban and rural), making detailed observations of physical and human features.</p>	<p>environments, systematically observing, measuring, and recording human and physical features.</p>	<p>maps, plans, and diagrams based on fieldwork findings.</p>
Data collection	<p>I can record daily changes of weather using images</p> <p>I can collect natural items and group them by colour, size or shape so I can start to understand how data can be organised.</p>	<p>I can collect simple data about the human and physical features of Leicester City.</p> <p>I can use basic charts to collect data about the local area. E.g pictogram, tally chart.</p>	<p>I can ask basic questions and record responses.</p> <p>I can use sketching skills to draw the features of a castle.</p> <p>I can collect interpret data.</p>	<p>Present data using bar charts, tables, and graphs.</p>	<p>Collect and record data systematically, such as conducting surveys</p>	<p>Design and implement more complex data collection methods, such as structured surveys, questionnaires, and environmental measurements.</p>	<p>Analyse and present data using a range of formats, including graphs, charts, and reports.</p>

	<p>I can practice counting items that I find and use simple marks, tallies or drawings to record what I have collected.</p> <p>I can start to use basic charts, such as bar charts, to notice what is the most common (building skills in interpreting data)</p>						
Technology	<p>I can use digital cameras to capture observations</p> <p>I can look at digital globes and interactive maps to explore different places</p> <p>I can use videos to explore different places, cultures and environments.</p> <p>I can record with digital tools or drawing apps like numbers, drawings and types of weather.</p>	<p>I can find places using a postcode or name search.</p> <p>I can use a measuring tool, supported, to show distance e.g. from my house to school.</p>	<p>I can begin using technology to communicate ideas e.g. voice recorders, cameras and computers.</p>	<p>Use digital cameras or tablets to document fieldwork.</p>	<p>Begin to use digital mapping tools and apps to explore geographical features and plan fieldwork routes.</p> <p>I can use models and maps and talk about contours and slopes.</p>	<p>I can relate maps to each other and to vertical aerial photographs.</p> <p>I can use a range of viewpoints up to satellite.</p> <p>I can use a scale bar.</p>	<p>I describe height and slope using maps, fieldwork and photographs.</p> <p>I can find 6 figure grid references using grid reference check tool.</p> <p>I can use linear and area measuring tools correctly.</p> <p>I can use maps to research factual information about locations.</p>

Field Study

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location	Woodgate Walk	Leicester City	Warwick Castle	Bradgate Park and Leicester city Centre	Quorn Village	Local rivers, lake and canal: Abbey Park	Leicester city
Purpose	To describe what they can see, hear and feel in the local area	To identify human and physical geography	To identify if Warwick Castle was built in an effective location.	To conduct environmental surveys in an urban and rural part of Leicestershire	To investigate how land is used in a village compared to a city.	To investigate the presence of microplastics in local water sources.	To analyse current land use patterns and predict potential future changes.
Method / data	Verbally Create a journey stick	Tick sheet of images of human and physical features.	Chatter box	Environmental survey and photographs	Identify types of housing and public property.	Use simple filtration methods (e.g., coffee filters, sieves) to capture any microplastics present in the water. Examine the filtered materials using magnifying glasses or microscopes to identify microplastics.	Conduct a survey of land use in the local area, categorizing different types (e.g., residential, commercial, agricultural, recreational) Use maps or digital mapping tools to plot these land uses. Discuss how these patterns might change in the future, considering factors such as

							<p>population growth, urbanization, and environmental concerns. Predict future land use needs, such as green spaces, renewable energy installations (e.g., solar farms), or transportation networks.</p>
Outcome	<p>Pictures and comments about what they could see, hear and feel.</p>	<p>Conclusion: Did you see you more human or physical features in Leicester City?</p>	<p>Conclusion: Was Warwick Castle easy to defend?</p>	<p>Conclusion: Which environment did I like best?</p>	<p>Conclusion: How is a village different from a city?</p>	<p>Conclusion: What is the impact of microplastic in the water system?</p>	<p>Conclusion: What will Leicester City look like in the future?</p>

Units						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Who am I?	What can I celebrate?	What happened in the end?	Who helps us?	How do things grow and change?	Where can I go?
F2	Our diverse heritage	Why are celebrations important?	How do people help in our community?	Why do things grow and change?	Is it reality or fantasy?	Are all journeys the same?
Year 1	<p>Where do I belong?</p> <p>Know where children are born and where to locate this on a map using the seven continents</p> <p>Is Leicester the best place to live?</p> <p>How does Leicester City provide for children?</p> <ul style="list-style-type: none"> - Human and physical features using description and senses. - Locate UK and surrounding seas - Use digimaps to use postcodes and place names to find locations and use measuring tools. - I know that physical features are natural - I know that human is man-made - Begin to talk about population 	<p>What's so special about this time of year?</p> <p>Can I identify seasons and see changes?</p> <p>Experience trip to David Attenborough Arboretum to experience Autumn and looking for hibernation homes for hedgehogs. Finding leaves and hedgehog house, hedgehog pictures and dancing to Vivaldi's four seasons- all children will gain a sense of place.</p> <p>-identify the seasons and weather patterns and changes</p> <p>- identify physical features in Leicester</p>	Which material is best?	<p>What's growing in our garden?</p> <p>Know how the seasons affect the growth of plants.</p>	<p>How do we know dinosaurs existed?</p> <p>Differences in human and physical geography across a timeline e.g. brick houses would not exist during the time of the dinosaurs.</p> <p>-begin to understand the longevity of physical features</p> <p>-begin to understand the modernity of human features</p>	Are all animals the same?

	<p>Compare Leicester City to other places they have lived or been</p> <p>Enquiry of Leicester City through Field trip. Does Leicester have more physical or human features.</p> <p>Study of David Attenborough</p> <p>Pollution, recyclable materials and protecting habitats.</p> <p>Whole class write to Sir David Attenborough with copies of their work.</p>					
<p>Year 2</p>	<p>Where do I belong?</p> <p>Identify class cultures on a world map.</p> <p>What is the continent of Africa like?</p> <p>Equator, North and South pole Atlas work to teach that Africa is a continent not a county and identify countries. Continents and oceans Begin to discuss scale of maps.</p> <p>Diversity of physical features across the continent of Africa Comparison of families in Nigeria and Leicester.</p> <p>Continents and Oceans</p> <p>Comparison of family life in Nigeria and England.</p>	<p>Who were the Victorians?</p>	<p>Why do we have castles?</p> <p>Locate the capital cities of the UK and their castles. Investigate how physical geography impacts the location of a castle.</p> <p>Why are castles built on hills and land features for defence.</p> <p>I know the impact of physical geography on settlements</p> <p>I can devise simple maps and keys.</p> <p>I can design, asses and complete field work.</p>	<p>Why is the sun so important?</p>	<p>What is the ocean?</p> <p>Knowing a locating the worlds 5 oceans</p> <ul style="list-style-type: none"> - Identify different bodies of water - Know features of different oceans 	

	<p>Know why some places are hot and some places are cold</p> <p>Land use and physical topography of Africa</p> <p>Definition of human geography</p> <p>Comparison of human geography between UK and Africa</p>				
<p>Year 3</p>	<p>Where do I belong?</p> <p>What makes Britain Beautiful?</p> <ul style="list-style-type: none"> - Geographical regions of the UK and their features - Topographical features of the UK - Physical features comparison of terrain and weather of the regions of the UK - Population and ethnicity/ economic make up of Leicester 	<p>What happened from the Stone Age to the Iron Age?</p> <ul style="list-style-type: none"> - why settlements were chosen - impact of farming and change in land use - Explain how homes have changed over time 	<p>How extreme is Earth?</p> <ul style="list-style-type: none"> - Tectonic plates and countries affected - Impact of volcanoes and earthquakes on civilisations. - Formation of volcanoes and impact of volcanic activity - Cause of Earthquakes and Tsunami - Impact of 2004 Indian Ocean Earthquake - Know which physical features make a danger zone and natural disasters 	<p>Why did the Romans invade Britain?</p> <ul style="list-style-type: none"> - The Mediterranean Region, naming countries around the Mediterranean Sea - 	

Year 4	Where do I belong? What was life like during the Industrial Revolution? <ul style="list-style-type: none"> - Major cities of the UK - Industrial cities significance in the UK - Importance of the river Thames during the industrial revolution 	What is happening in South America? <ul style="list-style-type: none"> - 12 countries that make up south America and locate them - North/ South hemispheres - Equator, tropics - Comparisons between UK and South American countries 	Where does chocolate come from? <ul style="list-style-type: none"> - Identify where Cocoa is grown - Explore trade routes of Cocoa - Life as a cocoa farmer 	Who were Ancient Egyptians? <ul style="list-style-type: none"> - Locate Egypt in North Africa - Compare Cairo and Leicester - Significance of the Nile - Tourism in modern Egypt. 	
Year 5	Where do I belong? What makes Britain great? <ul style="list-style-type: none"> - UK counties - British Empire and its impact across the world - Economic, social and political migration/ immigration 	Why did the Vikings invade Britain? <ul style="list-style-type: none"> - Name and locate Scandinavian countries - I know the relationship between the Scandinavian countries - Compare the human and physical geography of UK and Scandinavia 	What is amazing about Earth and Space? <ul style="list-style-type: none"> - Positions of longitude and latitude, tropics and Artic Circles - Time zones 	What is the Golden Age of Islam?	How can we help the planet?
Year 6	Where do I belong? Is there fairness and justice in the world? <ul style="list-style-type: none"> - Continent of North America - New York City study 	How did WW2 impact our world? <ul style="list-style-type: none"> - Positions of Allies and Axis - Comparison of UK and Germany - Who fought and why (migration and empire) 		How did the Ancient Greeks influence the western world? -Locate Greece and its Ancient Key city states	What will the future look like? -Land use change across the UK

	<ul style="list-style-type: none">- Understanding the main pull factors of a place in migration to America.		<ul style="list-style-type: none">-Impact of physical geography on civilization and cultural development	
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Enrichment



- Farm visit EYFS
- Leicester City Centre Year 1 / 3
- Conkers Year 1
- Warwick Castle Year 2
- Beacon Hill Year 3
- Bradgate Park Year 3
- Cresswell Craggs Caves Year 3
- Cadbury World Year 4
- Bean to Bar chocolate workshop
- Botanical Gardens Year 4
- Quorn Village Year 4
- Outwoods Year 4
- Beach Year 5
- The Rally, Woodland Adventure Playground
- Local walks in all year groups
- Use of the school grounds
- Cross-curricular orienteering

Extra-curricular



- Eco club
- Gardening club
- Orienteering leaders

SEND

All children across Fosse Mead Primary Academy receive quality first teaching. Those children who have been identified as having additional needs may require additional strategies and/or resources to enable them to succeed in their learning. These adaptations and considered at a pupil level and will vary dependent on need.

Adaptive curriculum

For children who do not have an age-appropriate level of literacy, Fosse Mead Primary Academy provide an adaptive curriculum. The aim of this is to ensure they have full access to the curriculum and the learning intended within Geography as a subject. To achieve this, pupil work or outcomes may be recorded differently to their peers.

These adaptations include but are not limited to:

- Adults scribing pupil voice
- 1:1 or small group support for recording learning
- Providing hands on resources where possible
- To use skill based activities to allow children to demonstrate their knowledge
- Scaffolded sheets

Challenge

Challenge is a key element of the Geography curriculum at Fosse Mead, designed to engage young learners in critical thinking and problem-solving. Through inquiry-based learning, students are encouraged to ask questions about the world around them, such as why certain natural features form or how human activities impact the environment. Tasks are often differentiated to cater to varying abilities, with advanced challenges like analysing maps, interpreting data, or debating environmental issues offered to stretch capable learners. Group projects and hands-on activities, such as building models of landscapes or creating sustainable city plans, foster collaborative problem-solving while encouraging deeper understanding of complex geographical concepts. By presenting real-world scenarios, the curriculum ensures students develop not only knowledge but also the skills to address global challenges confidently.

Equality, diversity and inclusion

The geography curriculum actively promotes equality, diversity, and inclusion by presenting a broad and balanced view of the world. It utilises varied real-life images and resources that reflect the diversity of people, landscapes, and ways of life across the globe. By showcasing the richness of different cultures, traditions, and environments, the curriculum avoids reinforcing stereotypes and instead emphasizes the interconnectedness of humanity. Teachers ensure that countries and regions are portrayed holistically, highlighting both challenges and achievements, rather than relying on singular narratives that can perpetuate bias. This inclusive approach fosters respect, empathy, and a deeper understanding of global diversity, encouraging students to appreciate and celebrate the complexity of the world.

Health and safety considerations

Health and safety are integral to the Geography curriculum, particularly during field trips, which are thoroughly risk-assessed to ensure student safety while enabling hands-on learning experiences. Children are also encouraged to participate in age-appropriate, child-led risk assessments, fostering their awareness of potential hazards and teaching them how to mitigate risks responsibly, both in the field and beyond.

Assessment and recording

At Fosse Mead Primary Academy, we utilise an assessment tracker grid to effectively assess skill progression in geography. This grid allows educators to assess students' understanding and mastery of key concepts and vocabulary. By categorising skills into bronze, silver and gold levels, we provide clear benchmarks for students to strive towards, fostering a sense of achievement and motivation. This systematic approach not only helps teachers identify areas for improvement but also empowers students to take ownership of their learning, encouraging them to reflect on their development as they progress through each year of the curriculum.

Monitoring

At regular intervals throughout the year, the geography leader will conduct book looks, drop-ins, and discussions to monitor the effectiveness of our geography provision. The responsibility for assessing the standards of children's work and the quality of geography teaching lies with the subject leader. The curriculum leader provides strategic leadership and direction for geography within the school. The geography leader supports colleagues in their teaching practices and ensures they are informed about current developments and best practices in the subject.