

Geography Rationale

Learning to Live, Living to Learn

Geography at Rushwick is concerned with the study of places, the human and physical processes that shape them and the culturally rich range of people who live in them. We aim to inspire in our pupils a curiosity and fascination about the world and its people that should remain with them throughout their lives.

Year	Topic 1	Topic 2	
R	ELG Understanding the World		
1	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>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.</p>	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of it surrounding environment.</p> <p>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, for example- near and far; left and right, to describe the location of features and routes on a map.</p>	<p>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.</p>
2	<p style="text-align: center;"><u>Location, Location, Location topic</u></p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the</p>	<p style="text-align: center;"><u>Secret Garden Topic</u></p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of it surrounding environment.</p>	<p style="text-align: center;"><u>Around the World Topic</u></p> <p>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, for example- near and far; left and right, to describe the location of features and routes on a map.</p>

	United Kingdom, and of a small area in a contrasting non-European country.		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.
3	<p>UK</p> <p>(location knowledge of counties and cities of UK/Place knowledge)</p> <p>(Human – settlement and land use, economic activity/natural resources)</p>		<p>Rivers</p> <p>The Water Cycle</p> <p>(Physical Geography including)</p>
4	<p>Europe</p> <p>(location knowledge –world’s countries)</p> <p>(Human – settlement and land use, economic activity/natural resources)</p>		<p>Mountains</p> <p>(Physical geography – mountains/climate zones)</p>
5	<p>South America</p> <p>(location knowledge –world’s countries)</p> <p>(Human – settlement and land use, economic activity/natural resources)</p>		<p>Coasts</p> <p>(Physical geography – rivers (including water cycle)/climate zone)</p>
6	<p>North America</p> <p>(location knowledge –world’s countries)</p> <p>(Human – settlement and land use, economic activity/natural resources)</p>		<p>Earthquakes & Volcanoes</p> <p>(Physical geography – volcanoes & earthquakes)</p>

Progression of Skills in Geography

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	<ul style="list-style-type: none"> Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area. 	<ul style="list-style-type: none"> Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places. 	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps 	<ul style="list-style-type: none"> Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales 	<ul style="list-style-type: none"> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it

					e.g. temperature of various locations - influence on people/everyday life	
Direction/Location	<ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) 	<ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW) 	<ul style="list-style-type: none"> Use 4 compass points to follow/give directions: <ul style="list-style-type: none"> Use letter/no. coordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 4 compass points well: <ul style="list-style-type: none"> Begin to use 8 compass points; Use letter/no. coordinates to locate features on a map confidently. 	<ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. 	<ul style="list-style-type: none"> Use 8 compass points confidently and accurately; Use 4 figure coordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	<ul style="list-style-type: none"> Draw picture maps of imaginary places and from stories. 	<ul style="list-style-type: none"> Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) 	<ul style="list-style-type: none"> Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. 	<ul style="list-style-type: none"> Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. 	<ul style="list-style-type: none"> Begin to draw a variety of thematic maps based on their own data. 	<ul style="list-style-type: none"> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.

Representation	<ul style="list-style-type: none"> • Use own symbols on imaginary map. 	<ul style="list-style-type: none"> • Begin to understand the need for a key. • Use class agreed symbols to make a simple key. 	<ul style="list-style-type: none"> • Know why a key is needed. • Use standard symbols. 	<ul style="list-style-type: none"> • Know why a key is needed. • Begin to recognise symbols on an OS map. 	<ul style="list-style-type: none"> • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols. 	<ul style="list-style-type: none"> • Use/recognise OS map symbols; • Use atlas symbols.
Using maps	<ul style="list-style-type: none"> • Use a simple picture map to move around the school; • Recognise that it is about a place. 	<ul style="list-style-type: none"> • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places. 	<ul style="list-style-type: none"> • Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) 	<ul style="list-style-type: none"> • Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map. 	<ul style="list-style-type: none"> • Compare maps with aerial photographs. • Select a map for a specific purpose. • Begin to use atlases to find out about other features of places. (# 	<ul style="list-style-type: none"> • 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)
Scale/Distance	<ul style="list-style-type: none"> • Use relative vocabulary (e.g. bigger/smaller, like/dislike) 	<ul style="list-style-type: none"> • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<ul style="list-style-type: none"> • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> • Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) 	<ul style="list-style-type: none"> • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. 	<ul style="list-style-type: none"> • Use a scale to measure distances. • Draw/use maps and plans at a range of scales.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Perspective	<ul style="list-style-type: none"> • Draw around objects to make a plan. 	<ul style="list-style-type: none"> • Look down on objects to make a plan view map. 	<ul style="list-style-type: none"> • Begin to draw a sketch map from a high view point. 	<ul style="list-style-type: none"> • Draw a sketch map from a high view point. 	<ul style="list-style-type: none"> • Draw a plan view map with some accuracy. 	<ul style="list-style-type: none"> • Draw a plan view map accurately.
Map knowledge	<ul style="list-style-type: none"> • Learn names of some places within/around the UK. E.g. Home town, cities, countries.e.g. Wales, France. 	<ul style="list-style-type: none"> • Locate and name on UK map major features e.g. London, River Thames, home location, seas. 	<ul style="list-style-type: none"> • Begin to identify points on maps A,B and C 	<ul style="list-style-type: none"> • Begin to identify significant places and environments 	<ul style="list-style-type: none"> • Identify significant places and environments 	<ul style="list-style-type: none"> • Confidently identify significant places and environments
Style of map	<ul style="list-style-type: none"> • Picture maps and globes 	<ul style="list-style-type: none"> • Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> • Use index and contents page within atlases. • Use medium scale land ranger OS maps. 	<ul style="list-style-type: none"> • Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe.