Geography on a page.

Intent

Geography inspires children to be curious about their world; the people within it, the natural environment around them and the interaction between the two. They will question why their world looks and behaves as it does and to consider how they can bring about positive change in the future. Through the study of Geography, children will understand the significance of the distribution of people across the world and the physical processes occurring on Earth, while becoming confident in using practical geographical skills. Provision will highlight the importance of Geography to all areas of the curriculum while also giving children from all backgrounds a crucial understanding of the wider world.

Human Geography: Human geographers investigate how people are distributed across the planet, looking at the similarities and differences between cultures. We will also encourage the children to explore the way that humans impact the physical world around them, and how this has changed over time. It is essential that we teach children about their role as global citizens, with an obligation to conserve the natural resources of the world for future generations.

Physical Geography: Physical geographers explore key aspects of the natural world, seeking to understand the physical processes involved in their formation alongside their changes over time. Teaching will encourage the children to link their understanding of physical processes across different year groups, to develop a strong understanding of the interconnected nature of processes on Earth.

Thinking like a Geographer: Children should know that their daily life constantly provides them with rich geographical experiences, information and understanding. They think and act geographically, often without realising it … as they navigate their way around their home and neighbourhood; as they make sense of local and world news; as they respond to the weather forecast or decide on a holiday location. From this starting point they will develop the skills of enquiry and investigation through a 'zoom lens'. Children should be taught to use maps, atlases and globes effectively to support their learning across physical and human geography. Teaching may also include the use of statistical tables and graphs to support the children's understanding of the processes being studied.

Implementation

Explore	The children will begin with a discussion prompt (photo, concrete resource e.g. map/atlas, question or film) about a specific locality from which they will develop their core knowledge. E.g. knowing the location and names and the make up in terms of countries, regions, key cities and physical features. These will link over a number of lessons.
Teach	The teacher will be the expert, introducing a combination of new facts, vocabulary and geographical skills. This will provide links to previous learning within the topic and to their understanding of their own impact on our planet.
Practise/ Demonstrate	Working as a whole class, in groups or in pairs, pupils will produce written outcomes to show their understanding of the new content. This may include diagrams, maps, investigations and fieldwork observations applying specific vocabulary.
Apply	Independent work, based on teacher modelling, that uses the learning and understanding of the previous sections.

Resources to support geography: Each class will have an atlas and a globe. When studying a new topic, there will relevant books to stimulate discussion and provide answers to questions. Each year group will build up a bank of discussion prompts for each topic.

Impact

Successful geography will see clear progression of vocabulary and skills throughout a pupil's time at Mandevill. Whilst they accumulate facts and knowledge, they will become more able to understand the world around them and the symbiotic relationship that exists between them through the development of geographical skills.

Rivers Theme

	Rivers	**Topic or subject**
EYFS		
Year 1	Thames	Bright Lights, Big City
Year 2	Amazon	Rio de Vida
Year 3	Danube and Ver	Flow
Year 4	Ganges	RE
Year 5	Thames	Peasants Princes and Pestilence
Year 6	Nile	Pharoahs

Progression of vocabulary
Year 1 - map, countries, capital, city, towns, village, town, house, shop, forest, hill, mountain, seas, near, far, left right, United Kingdom, England, Wales, Scotland, Northern Ireland, Earth, equator, north pole, south pole, seasons, weather. Year 2 – human features, physical features, atlas, key, locate, compass, north, south, east, west, ocean, Pacific, Atlantic, Indian, Southern, Arctic, continent, Asia, Africa, North America, South America, Europe, Australasia, factory, farm, house, office, port, harbour, landmark, cliff, coast, river, valley, vegetation, valley. Year 3 –fieldwork, county, source, tributaries, main channel, waterfalls, rapids, confluence, floodplain, meanders, river mouth, delta, climate, tropical, habitat, volcano, tectonic plate, core, mantle, crust, air miles, biome, latitude, longitude, hemisphere, North-East, South-East, South-West, North-West. Year 4 – Scandinavia, topography, mountains, contours, human geography, physical geography, gulf steam, weather system, biome, climate, 4 figure grid reference, fieldwork, hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, evaporation, condensation, transpiration, run off. Year 5 – land use, population growth, slum, shanty, sprawl, megacity, emigration, adaptation, flora, fauna, biodiversity, developed, ordnance survey, 6 figure grid reference, glacier, glaciation, Prime/Greenwich Meridian, time zone, economic activity, trade, natural resources, settlement. Year 6 – sea level, land use, subtropical, industrial, rural, urbanisation, regeneration, sustainable.