



Our Geography Curriculum

Our Key Concepts:

Knowing and understanding the context of our school and the community, we endeavour to provide our children with experiences that widen their understanding of their local area and give them aspirations to travel and explore the wider world. Rossington can be seen as an island and many families only venture into Doncaster for shopping. Many of our children have never visited coastal areas, climbed a mountain or visited a contrasting area. Our curriculum will provide these opportunities for our children. We will give the children a greater sense of pride in their local area by teaching them about its geographical significance and its impact on the wider country.

Through the design of our curriculum, our children will understand the world better and have an acceptance and love for other cultures from their own. Our Geography curriculum allows children to explore and discover our amazing world and why we work so hard to ensure all feel welcomed, accepted and loved. The teaching and learning of our geography lessons, ensures that all achieve.

Location Knowledge: Describes our capacity to know and recall where places are, what we otherwise term our mental map.

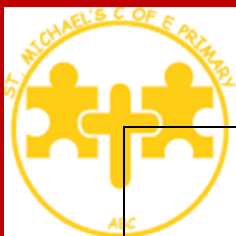
Place Knowledge: Exploring localities and understanding the similarities and differences between places.

Human and Physical Geography: Physical geography looks at the natural processes of the Earth, human geography looks at the impact and behaviour of people and how they relate to the physical world.

Graphicacy: The ability to read and understand a map and the accompanying symbols.

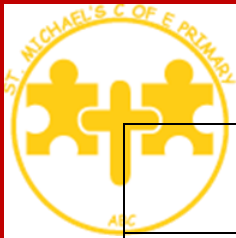
Fieldwork and Practical Disciplinary Knowledge/Skills: Learning directly in the real world, outside the classroom. Practical experiences support and reinforce the knowledge learnt.

	Autumn	Spring	Summer
Foundation Stage	Knowledge and Understanding of the World Marvellous Me! Let's Celebrate!	Knowledge and Understanding of the World Once Upon a Time... You go down to the Woods Today...	Knowledge and Understanding of the World Let's Grow!



Our Geography Curriculum

	<p>Notice seasonal changes around us.</p> <p>Talk about the weather (drawing on comparisons from summer holidays).</p> <p>Become familiar with new school surroundings (where is lunch hall, PE hall, new entrance) and comparing differences with home (naming rooms).</p> <p>Can identify similarities and differences between homes in our country.</p> <p>Talk about local environments (the road they live on, Rossington).</p>	<p>Observational drawings of their surroundings.</p> <p>Identifies features on a simple map (trees, house, river, mountain).</p>	<p>Oh, I do like to be beside the Seaside...</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of seasons on the natural world, discussing when and how things grow and what clothes you wear in different seasons (Spring).</p> <p>Can draw a simple map (Goldilocks / LRRH).</p>
Year 1	<p>Location Knowledge</p> <p>Human and Physical Geography</p> <p>How do I know about the UK and where I live? (FE)</p>	<p>Place Knowledge</p> <p>Human and Physical Geography</p> <p>Graphicacy</p> <p>Why are some places in the world hot and others cold? (FE)</p>	<p>Location Knowledge</p> <p>Human and Physical Geography</p> <p>Fieldwork and Practical Disciplinary Knowledge/Skills</p> <p>Where in the world are we? (GA Barnaby Bear)</p>
Year 2	<p>Location Knowledge</p> <p>Human and Physical Geography</p> <p>What goes on at an airport and a train station? (FE)</p>	<p>Location Knowledge</p> <p>Human and Physical Geography</p> <p>How would my life be if I lived in Kenya? (FE)</p>	<p>Place Knowledge</p> <p>Human and Physical Geography</p> <p>Graphicacy</p> <p>Fieldwork and Practical Disciplinary Knowledge/Skills</p> <p>Why do we love to be beside the seaside? (FE)</p>
Year 3	<p>Location Knowledge</p> <p>Place Knowledge</p>	<p>Human and Physical Geography</p> <p>How are rivers formed? (FE)</p>	<p>Human and Physical Geography</p>



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	<p>Human and Physical Geography Why is London the capital city of the UK? (FE)</p>		How do we energise our homes and countries? (FE)
Year 4	<p>Human and Physical Geography What are Biomes and how are they created? (FE)</p>	<p>Human and Physical Geography How are mountains formed and what causes an earthquake, tsunami or volcano? (FE)</p>	<p>Location Knowledge Place Knowledge Human and Physical Geography Why do so many British people go to the Mediterranean for their holiday? (FE)</p>
Year 5	<p>Location Knowledge Place Knowledge Human and Physical Geography What are the main features of South America? (FE)</p>	<p>Human and Physical Geography Graphicacy What is Fairtrade and why should it matter to us? (FE)</p>	<p>Human and Physical Geography Location Knowledge Place Knowledge What creates a rainforest and why are they located where they are? (FE)</p>
Year 6	<p>Graphicacy How do maps help us find our way around? (FE)</p>	<p>Location Knowledge Place Knowledge Human and Physical Geography What do we know about North America and what are its main geographical features? (FE)</p>	<p>Graphicacy Fieldwork and Practical Disciplinary Knowledge/Skills Why is climate change such an important topic? (FE)</p>

*(GA) – Geographical Association

*(FE) – Focus Education