

Distington Community School Geography Statement

Our curriculum is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, create a sense of personal pride in achievement, and provide a purpose and relevance for learning. We provide a creative cross curriculum approach that has clear intent, a carefully designed and monitored implementation and a positive impact that allows children to develop knowledge, understanding and skills in each subject.

Year 1

By the end of Year 1 children will be able to demonstrate a knowledge and understanding of:

- People who live in hot and cold countries
- How the seasons and weather affect people
- Features of hot and cold places
- Seasonal change
- Weather
- Specific age- related geographical vocabulary (see appendix 1)

By the end of Year 1 children will be able to demonstrate the following skills:

Locational Knowledge:

- I can name the four countries that make up the UK and name the three main seas that surround the UK
- I can name and locate the four capital cities of England, Wales, Scotland and Northern Ireland

Place Knowledge:

- I can name the features of hot and cold places in the world
- I can locate where the equator, North Pole and South Pole are on a globe

Human and Physical Geography:

- I can name the hottest and coldest season in the UK
- I can recognise the main weather symbols
- I can name the main differences between city, town and village

Skills and Fieldwork:

- I can use N, E, S and W on a compass
- I can tell you my address, including postcode

Year 2

By the end of Year 2 children will be able to demonstrate a **knowledge and understanding** of:

- A small area of the United Kingdom, and of a small area in a contrasting non-European country
- Seasonal and daily weather patterns in the United Kingdom
- Simple fieldwork and observational skills needed to study the geography of our school and its grounds
- Specific age- related geographical vocabulary (see appendix 1)

By the end of Year 2 children will be able to demonstrate the following **skills**:

Locational Knowledge:

- I can name and locate the seven continents of the world
- I can name and locate the five oceans of the world

Place Knowledge:

- I can explain the main differences between a place in England and that of a small place in a non-European country.

Human and Physical Geography:

- I can identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach
- I can explain some of the advantages and disadvantages of living in a city or village.

Skills and Fieldwork:

- I can use the terminologies: left and right; below, next to

Year 3

By the end of Year 3 children will be able to demonstrate a **knowledge and understanding** of:

European Country

- Locations and names of European countries.
- The advantages of living in a Mediterranean country.
- Culture and beliefs in a Mediterranean country.
- Comparison with a British city.
- Specific age related geographical vocabulary (see appendix 1)

Natural Disasters

- The cause of Earthquakes and the structure of the Earth.
- How volcanoes are created and the effect they have on people's lives.
- Names and locations of some well-known volcanoes and earthquakes.

- How earthquakes are measured.
- Specific age- related geographical vocabulary (see appendix 1)

By the end of Year 3 children will be able to demonstrate the following **skills**:

Locational Knowledge:

- I can name and locate at least eight European countries
- I can name and locate at least eight counties and at least six cities in England
- I can name four countries from the southern and four from the northern hemisphere

Place Knowledge:

- I can name at least five differences between living in the UK and a Mediterranean country.

Human and Physical Geography:

- I can explain what causes an earthquake
- I can label the different parts of a volcano

Geographical Skills and Fieldwork:

- I can use maps to locate European countries and capitals.
- I can use and name the eight points of a compass

Year 4

By the end of Year 4 children will be able to demonstrate a **knowledge and understanding** of:

London

- Why London is situated where it is.
- The importance of the Thames to London.
- Why people are attracted to living in cities.
- How London has changed with reference to human features.
- Specific age related geographical vocabulary (see appendix 1)

Famous Explorers (Rivers & Mountains)

- The main features of a river i.e. mouth, estuary, tributary.
- Why people have always lived near to rivers.
- Names and locations of some of the world's best known rivers.
- How people have adapted rivers for their own use.
- The main features of a mountain i.e. peak, valley, and plateau.
- Names and locations of some of the world's best known mountains and research the explorers that conquered them.
- Specific age related geographical vocabulary (see appendix 1)

By the end of Year 4 children will be able to demonstrate the following **skills**:

Locational Knowledge:

- I can name and locate at least eight major capital cities across the world
- I can explain where the main mountain regions are in the UK
- I can name and locate the main rivers in the UK

Human and Physical Geography:

- I can explain and label the main features of a river
- I can name and locate a number of the world's longest rivers
- I can name a number of the world's highest mountains
- I can explain the features of a water cycle
- I can explain why most cities are located by a river

Geographical Skills and Fieldwork:

- I can explain how to plan a journey within the UK, using a road map

Year 5

By the end of Year 5 children will be able to demonstrate a **knowledge and understanding** of:

USA – North America

- Key aspects of physical geography, including: climate zone, biomes and vegetation belts, rivers, mountains.
- Key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.
- North American states
- Specific age related geographical vocabulary (see appendix 1)

The Rainforest – Brazil (South America)

- The variety of plant and animal life.
- Deforestation and endangered species.
- Life in the rainforest including climate.
- Locating South America, Brazil and major Brazilian cities on a map.
- Knowledge of Brazil to make comparisons with the UK
- Specific age related geographical vocabulary (see appendix 1)

By the end of Year 5 children will be able to demonstrate the following **skills**:

Locational Knowledge:

- I can name a number of European capitals
- I can name and locate, a number of South or North American countries

Place Knowledge:

- I can explain the key differences between living in the UK and in a country in either North or South America

Human and Physical Geography:

- I can explain what is meant by biomes and what are the features of a specific biome
- I can label layers of a rainforest and know what deforestation is

Geographical Skills and Fieldwork:

- I can explain how to use graphs to record features such as temperature or rainfall across the world

Year 6

By the end of Year 6 children will be able to demonstrate a **knowledge and understanding** of:

Water (Rivers/mountains/lakes/The Water Cycle)

- The name and location of geographical regions (in the UK/around the world.)
- The human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- The physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- The key aspects of human geography, including: types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.
- Specific age related geographical vocabulary (see appendix 1)

Geographical skills and field work (Mapping/Use of OS maps.)

- The position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- The 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- How to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Specific age related geographical vocabulary (see appendix 1)

By the end of Year 6 children will be able to demonstrate the following **skills**:

Locational Knowledge:

- I can explain about time zones and work out differences

Human and Physical Geography:

- I can name and locate some of the world's deserts
- I can explain why industrial areas and ports are important
- I can name the main human and physical differences between developed and third world countries

Geographical Skills and Fieldwork:

- I can use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.
- I can explain what most of the ordnance survey symbols stand for
- I can use six-figure grid references

(Appendix 1)

Non-negotiable subject specific vocabulary

Year 1

Street, road signs, office, supermarket, post office, church, map symbol, address, post code, urban, rural, European, wild life, climate, drought, government

Year 2

Cliff, rock pool, tide, resort, beach, lifeboat, lighthouse, postcards, fairground, island, ocean, North Pole, South Pole, equator, desert, hemisphere, humid, scorching, camouflage.

Year 3

Mediterranean, settlement, resources, locality, Europe, currency, culture, capital city, European Union, eruption, aftershock, tsunami, magma, lava, dormant, fault, magnitude, landslide, tectonic plates, saturated

Year 4

Underground, urban, rural, big ben, house of parliament, tower bridge, settlement, river Thames, estuary, mouth, source, meander, waterfall, erosion, deposition, tributary, Ox bow lake, delta, stream, peak, valley, cliff, ridge, plateau, summit, range

Year 5

The Grand Canyon, Canada, Mexico, Canadian lakes, Nevada, Washington, empire state building, statue of liberty, canopy, emergent layer, understory, deforestation, endangered, indigenous, biomes, temperature, extinction, biodiversity

Year 6

peak, valley, cliff, ridge, plateau, summit, hill, terrain, range, tectonic plates, fold mountains, precipitation, condensation, transportation, transpiration, evaporation, surface runoff, infiltration, groundwater, collection lake, clouds, rivers, streams. Latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic

Circle, Antarctic Circle, Prime/Greenwich Meridian, atlas, compass, grid references, ordnance survey maps, symbols, key.

Inclusive Learning for SEND in Geography

At DCS, we believe that every child is entitled to receive a high-quality, broad and balanced education regardless of their needs or disabilities. All of our children can expect to receive a geography education that enables them to achieve the best possible outcomes and become confident and able to communicate their own views and understanding in their own preferred styles. Some ways in which we provide for such a curriculum are:

- Simplified, dual coded resources are used for additional support within lessons (e.g. vocabulary mats with pictorial support, writing frames, shortened/differentiated texts)
- Targeted adult support during lesson time,
- Carefully planned retrieval activities to reinforce learning through low stakes activities,
- Simplified step-by-step instructions (sometimes with the use of additional resources like talking postcards)
- Carefully planned seating arrangements for tasks that include physical and sensory activities to ensure all children can access learning
- Appropriate scaffolding and differentiation strategies are utilised accordingly to ensure that all lessons are accessible,
- Curriculum content covered is carefully planned and considered so as not to cause distress for any children in the class.

Every teacher at DCS is a teacher of SEND. Our provision is led by the SENDCo's and is enhanced by the collaboration of teachers, senior leaders, learning support staff, external agencies/professionals, parents and most importantly of all – the child. Therefore, provision may vary from classroom to classroom to ensure the specific needs of all children are met in accordance to their own individuality.