



The Northaw Curriculum

Geography

No longer will you be called Abram; your name will be Abraham, for I have made you a father of many nations.

Genesis 17:5
New International Version

At Northaw, we aim to follow the statutory national curriculum, guidance on relationships and health education, and framework for the early years foundation stage, and the Church of England statement of entitlement through The Northaw Curriculum, which comprises all learning and other experiences, the hidden curriculum, that we plan for our pupils. Programmes of study are enhanced by added value, learning sequences and progression frameworks.

At Northaw, we see pupils as discoverers, exploring subjects. The core subjects are English, mathematics and science. The other foundation subjects are art and design, computing, design and technology, languages (French), geography, history, music; personal, social, health and economic education (including relationships education), physical education and religious education. They build on the areas of learning and development in the early years foundation stage. The prime areas are communication and language, physical development, and personal, social and emotional development. The specific areas are literacy, mathematics, understanding the world, and expressive arts and design.

At Northaw, we are committed to providing an ambitious, inclusive, broad and balanced curriculum rooted in Christian values that endows every child with the knowledge and cultural capital, skills, understanding and vocabulary to fulfil their potential while nurturing well-being, and prepares them for citizenship, future learning and employment, and lifelong faith. Equally designed to meet the needs of pupils whose attainment is significantly above the expected standard, the particularly disadvantaged and those with SEND, our curriculum is demanding, setting suitable challenges and overcoming would-be barriers to achieve the best possible outcomes consistently for all. Building on our Christian vision, The Northaw Curriculum affords space for a deepening spiritual awareness, the development of moral attitudes and a strengthened sense of community. Coherently sequenced, our curriculum frees teachers to deliver clear, engaging lessons, adapted when necessary to address both gaps and misconceptions, and promote appropriate discussion in environments focused on pupils who produce high-quality work and are supported to retain content and acquire mastery. Phonics and reading are prioritised, allowing pupils to access the full education offer; opportunities to develop fluency in mathematics and English across the curriculum bolstered by enhanced learning powers (the 6Rs) lead to success in life. Integrated with our curriculum, daily acts of collective worship are occasions for personal reflection, communal growth and further exploration of life's big questions, sitting alongside academic progress.

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Added value

At Northaw, 'knowing where's where' supports pupils' identity and appreciation of interconnectedness. Access to Digimap for Schools supports learning, mapping and exploring. Fieldwork includes data collection, analysis and presentation. The experience of fieldwork draws together pupils' locational knowledge and that of human and physical processes. It supports pupils to appreciate the interplay between them. Classroom resources and fieldwork are adjusted as required to ensure that all pupils take part. We participate in the National Festival of Fieldwork, enabling young people to develop their subject knowledge, gain a range of skills that are difficult to develop in the classroom and help them to understand the 'messiness' of geographical reality. Key questions generated each lesson are recorded on green flash cards, placed in the class knowledge jar and used for systematically practising recall. Ofsted's research review series and subject report series have informed our practice in this area.

Aims

The Northaw Curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Early years foundation stage – nursery and reception

Understanding the world

People, culture and communities

Children at the expected level of development will:

- describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Children in nursery will be learning to:	Examples of how we support this:
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<p>Practitioners can create books and displays about children’s families around the world, or holidays they have been on. Encourage children to talk about each other’s families and ask questions.</p> <p>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p>

Children in reception will be learning to:	Examples of how we support this:
Draw information from a simple map.	<p>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in.</p> <p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>
Recognise some similarities and differences between life in this country and life in other countries.	<p>Teach children about places in the world that contrast with locations they know well.</p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into</p>

	<p>the classroom. Listen to what children say about what they see.</p> <p>Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p>
Recognise some environments that are different from the one in which they live.	<p>Teach children about a range of contrasting environments within both their local and national region.</p> <p>Model the vocabulary needed to name specific features of the world, both natural and made by people.</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

In the early years foundation stage, geography is not taught discreetly but through following children’s interests, planned topics, and curriculum ambitions linked to activity zones and unpacked as core skills. Progress is logged on Tapestry.

Early years foundation stage planned topics

	Autumn	Spring	Summer
Year A	All about me Harvest Diwali Christmas	Growing Lunar New Year Shrove Tuesday Easter	Once upon a time Bear topic When I grow up Be active week
Year B	Welcome to Acorns Harvest Under the sea Christmas	Spring We are scientists Shrove Tuesday Easter	Tell me a story Express yourself Moving on Be active week

Early years foundation stage curriculum ambitions

Activity zones	Curriculum ambitions	Core skills
Creative area	<p>Collaborate with a friend to make something from reclaimed materials</p> <p>Independently paint a picture using watercolour and poster paints</p>	<ul style="list-style-type: none"> To be able to cut accurately using scissors To be able to select and use the most appropriate type of glue To be able to use a range of joining techniques

		<ul style="list-style-type: none"> • To be able to effectively use watercolour and poster paints independently • To make choices independently
Role play/small world	Use imagination to re-enact familiar and unfamiliar roles and experiences	<ul style="list-style-type: none"> • To be able to develop and extend a narrative • To be able to engage with purposeful symbolic play • To use familiar vocabulary
Sand/water	Create imaginative and intricate structures using an understanding of properties of sand and water	<ul style="list-style-type: none"> • To be able to grasp, hold and carry containers • To be able to manipulate sand creatively • To be able to move water successfully from one place to another • To know that the texture of sand changes when water is added
Construction	Build an intricate, stable model with friends or independently	<ul style="list-style-type: none"> • To be able to select and use a range of fixing and joining materials • To seek help from peers • To talk about what they are doing and give instructions
Malleable	Use Play-Doh to plan and make a model of something in which you are interested	<ul style="list-style-type: none"> • To be able to manipulate Play-Doh skilfully • Knows how to select and use different tools to make marks and help manipulate the Play-Doh
Music and dance	Enjoy creating musical and dramatic performances	<ul style="list-style-type: none"> • To know some rhymes and songs • To be able to move rhythmically • To be able to use their imagination • To know about places performances take place
Physical	<p>Ride a two-wheeled bike safely and confidently</p> <p>Move confidently across the A-frame/trapeze/monkey bars/climbing frame/tree</p>	<ul style="list-style-type: none"> • To hold own body weight • To have strong core balance • To have good spatial awareness

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		<ul style="list-style-type: none">• To understand about the safety of others
Cooking	Follow a recipe to make a cake	<ul style="list-style-type: none">• To know that text and images convey meaning• To be able to coordinate hand-eye and fine motor skills to mix and pour• To be able to select the right utensils

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1 – years 1 and 2

Key stage 1 programme of study

Pupils should be taught to:

Locational knowledge

- A. name and locate the world's seven continents and five oceans
- B. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- C. 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

Human and physical geography

- D. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- E. use basic geographical vocabulary to refer to:
 - 1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - 2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- F. 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
- G. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- H. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- I. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 1 learning sequence

	Autumn 1	Spring 1	Summer 1
Year A	Continents and oceans (A, E1/2, F)	United Kingdom (B, E1/2, F)	Here and there, e.g. Lake District and Luuka District (Uganda) (C, E1/2, F)
Year B	Our school (E1/2, G, H, I*)	Our village (E1/2, G, H, I*)	Weather (D, E1/2, F, G, I*)

*Please consult *The Everyday Guide to Primary Geography: Local Fieldwork* (Geographical Association).

Pupils in key stage 1 should have a wide range of fieldwork experiences, from free exploration and imaginative engagement with outdoor environments to more structured enquiries, which involve the use of simple techniques to record field data to answer geographical questions. The school grounds and the local area within walking distance of the school provide many opportunities for pupils to plan and conduct simple geographical enquiries that involve fieldwork. Where feasible, pupils should have opportunities to visit a place that is different from the local area. As with younger pupils, key stage 1 fieldwork should involve opportunities for first-hand sensory exploration, observation and discussion with peers and adults.

Fieldwork investigations in key stage 1 should be linked to the themes and topics in the learning sequence. Fieldwork opportunities should be planned to enhance and enrich pupils' knowledge and understanding of places and of physical, human and environmental geography.

Suggested Digimap for Schools Activities:

- Letter to our school
- Where do I live?
- How can we get to Grandma's safely?
- What's the quickest way to school?
- My geography glasses
- Who goes to school by boat?
- Where does our milk come from?
- Where do I go in a week?
- Capital Stops
- My Dream Island
- The Magic Telescope

Core knowledge is further elaborated in medium-term plans.

Geography is taught each term in rotation with history. It is timetabled for at least 45 minutes every week. Lessons are recorded both in exercise books and on Seesaw. Every child has access to mats containing the key vocabulary for science and the other foundation subjects, which are changed at the beginning of each term. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard

(PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

These books are commonly used as stimulation in geography and history:

Author/Illustrator	Title
Emma Adams & James Weston Lewis	The Great Fire of London
Ronda & David Armitage	The Lighthouse Keeper's Lunch
Aaron Becker	Journey
Jill Bennett & Nick Sharrat	Seaside Poems
Michael Bond & R W Alley	Paddington's London Story Treasury
Eileen Browne	Handa's Surprise
Mini Grey	Toys in Space
Mairi Hedderwick	Katie Morag and the New Pier
James Mayhew	Katie in London
Anna Milbourne	Stories of Knights & Castles
Kate Pankhurst	Fantastically Great Women Who Changed the World
Heather Pindar & Barbara Bakos	Froggy Day
Wen Dee Tan	Lili
Eugene Trivizas & Helen Oxenbury	The Three Little Wolves and the Big Bad Pig

Key stage 1 progression framework

Using and interpreting

- find information on aerial photographs
- know that maps give information about the world (where and what?)
- follow a route on a prepared map
- recognise simple features on maps such as buildings, roads and fields
- recognise that maps need a title
- use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality
- begin explaining why places are where they are

Position and orientation

- beginning to use directional vocabulary
- say which direction N, S, E, W is for example, using a compass in the playground
- know which direction N is on an Ordnance Survey map

Drawing

- draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories

Symbols

- use symbols on maps (own and class agreed symbols)
- know that symbols mean something on maps
- find a given Ordnance Survey symbol on a map with support

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- beginning to realise why maps need a key

Perspective and scale

- look down on objects and make a plan for example, on desk, high window to playground
- draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on)
- use large scale, vertical aerial photographs
- know that when you 'zoom in' you see a smaller area in more detail

Digital map making

- find places using a postcode or simple name search
- add simple information to maps for example, labels and markers
- draw around simple shapes and explain what they are on the map for example, houses
- use the measuring tool with support to show distance for example, my house to school, to the shops
- zoom in and out of a map
- draw a simple route
- highlight areas
- add an image to a map

Fieldwork opportunities

- investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved, and so on
- investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall)
- observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area
- explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features
- visit some local facilities (e.g. shops, a library, a health centre) and talk about what happens there and investigate why people go there
- take a short journey by bus, tram or train to investigate a slightly more distant site that contrasts with the immediate local area
- visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it
- investigate environmental issues (e.g. lack of play facilities, where litter collects, road safety issues) in the school grounds or local area

Fieldwork techniques

- using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre)
- adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house)

- making annotated drawings to show variations (e.g. in a row of houses in a local street)
- drawing a freehand map (e.g. of the school grounds, local street or park)
- relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features
- marking information on a large-scale plan (e.g. of the school grounds or a local street)
- using colour or symbols to record observations
- using a simple compass and cardinal compass directions (north, south, west, east)
- taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)
- making digital audio recordings when interviewing someone (e.g. shop worker, librarian, nurse) about their job
- collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school)
- using a questionnaire (e.g. to find out the most popular options for improving playtimes)
- collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties
- using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features

Key stage 2 – years 3 to 6

Key stage 2 programme of study

Pupils should be taught to:

Locational knowledge

- A. locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- B. name and locate counties and cities of the United Kingdom, geographical regions and their identifying 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
- C. identify 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)

Place knowledge

- D. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- E. describe and understand key aspects of:
 - 1. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - 2. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- F. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- G. use the eight points of a compass, four and six-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
- H. 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.

Lower key stage 2 learning sequence

	Autumn 1	Spring 1	Summer 1
Year A	United Kingdom (B, F, H*)	Volcanoes and earthquakes (E1, F) <i>Looking through another lens... Asia</i>	Mountains (E1, F) <i>Looking through another lens... Europe</i>
Year B	Europe (A, D, E2, F) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, e.g. Snowdonia and Prielbrusye (Russia)	Climate zones, biomes and vegetation belts (E1, F, H*) <i>Looking through another lens... Asia</i>	The water cycle (E1, H*)

*Please consult *The Everyday Guide to Primary Geography: Local Fieldwork* (Geographical Association).

Pupils in lower key stage 2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement. They should also undertake structured enquiries that involve the use of specific fieldwork techniques to record data to answer geographical questions. The school grounds and the local area will provide many opportunities for pupils to plan and conduct geographical enquiries that involve fieldwork. In lower key stage 2, pupils should have more opportunities to visit unfamiliar places to extend their knowledge and understanding of the wider world, and to develop and apply their fieldwork skills. As with younger pupils, key stage 2 fieldwork should continue to involve opportunities for first-hand sensory exploration, observation and discussion with peers and adults.

Fieldwork investigations in lower key stage 2 should link to the themes and topics in the learning sequence. Fieldwork opportunities should enhance and enrich pupils' knowledge and understanding of places, and of physical, human and environmental geography.

Suggested Digimap for Schools Activities:

- Treasure Hunt
- Picture Detectives
- Artful Maps
- Patterns of land use
- Flying High: White –Tailed Eagles
- Teifi Travels
- A Taste of Scotland
- Landscape Fingerprints

Pupils make return journeys to continents while looking through another lens. Core knowledge is further elaborated in medium-term plans.

Geography is taught each term in rotation with history. It is timetabled for at least 45 minutes every week. Lessons are recorded in exercise books. Every child has access to mats containing the key vocabulary for science and the other foundation subjects, which are changed at the beginning of each term. Summative assessment is completed at the end of each year with pupils categorised as either working below the expected standard (PRE), working towards the expected standard (WTS), working at the expected standard (EXS) or working at greater depth within the expected standard (GDS) for their year group.

Lower key stage 2 progression framework

Using and interpreting

- use atlases, maps and globes
- use large scale maps outside
- use maps at more than one scale
- make and use simple route maps
- locate photos of features on maps
- use oblique and aerial views
- recognise some patterns on maps and begin to explain what they show
- give maps a title to show their purpose
- use thematic maps
- explain what places are like using maps at a local scale
- recognise that contours show height and slope

Position and orientation

- use simple grids
- give direction instructions up to 8 cardinal points
- use 4-figure coordinates to locate features
- know that 6 figure Grid References can help you find a place more accurately than 4-figure coordinates

Drawing

- make a map of a short route with features in correct order
- make a map of small area with features in correct places

Symbols

- use plan views regularly
- give maps a key with standard symbols
- use some Ordnance Survey style symbols

Perspective and scale

- use maps and aerial views to help me talk about for example, views from high places
- make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm² = 1m²
- use the scale bar to estimate distance

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- use the scale bar to calculate some distances
- relate measurement on maps to outdoors (using paces or tape)

Digital map making

- use the zoom function to locate places
- use the zoom function to explore places at different scales
- add a range of annotation labels and text to help me explain features and places
- highlight an area on a map and measure it using the Area Measurement Tool
- use grid references in the search function
- use the grid reference tool to record a location
- highlight areas within a given radius
- add photographs to specific locations

Fieldwork opportunities

- to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?', 'How do we travel to school' and 'Where does the food for school dinners come from?'
- when learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers)
- when learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem
- when learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality and value (e.g. by investigating which spaces or places are valued by the local community)
- when learning about economic activities, to investigate local shops (e.g. to find out how far people travel to them and why) or investigate local journeys and routes, including road safety, public transport provision and more sustainable travel choices
- when learning about natural resources, to explore issues of sustainability in everyday life (e.g. energy generation and use, water supply and use)
- take fieldtrips to more distant places (e.g. farm, water treatment plant, botanical gardens) to investigate their physical and human geography, as appropriate to the curriculum plan

Fieldwork techniques

- making models, annotated drawings and field sketches to record observations
- drawing freehand maps of routes (e.g. of a walk to a site in the local area)
- relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry
- recording selected geographical information on a map or large-scale plan, using colour or symbols and a key
- taking digital photos and annotating them with labels or captions
- making digital audio recordings for a specific purpose (e.g. traffic noise)
- collecting, analysing and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)
- designing and conducting interviews (e.g. to investigate which spaces/places local people value)

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- using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)
- using a simplified Likert Scale to record their judgements of environmental quality (e.g. in streets near the school)
- developing a simple method of recording their feelings about a place or site

Upper key stage 2 learning sequence

	Autumn 2	Spring 2	Summer 2
Year A	Compass points and grid references (F, G, H*) <i>Looking through another lens... North and South America</i>	North America (A, D, E2, F) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America, e.g. Northern Ireland and Central America	Rivers (E1, F, H*)
Year B	South America (A, D, E2, F) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America, e.g. Dartmoor and Patagonia	Around the world (C, F) <i>Looking through another lens... North and South America</i>	Northaw (H*)

*Please consult *The Everyday Guide to Primary Geography: Local Fieldwork* (Geographical Association).

Pupils in upper key stage 2 should continue to have a wide range of fieldwork experiences, including free exploration and imaginative engagement as well as more structured enquiries that involve the use of more specific fieldwork techniques to record field data to answer geographical questions. The school grounds and the local area provide many opportunities for pupils to plan and conduct geographical enquiries that involve fieldwork. Upper key stage 2 pupils should have more opportunities to visit unfamiliar places, including (wherever possible) a residential visit. As with younger pupils, fieldwork should continue to involve opportunities for first-hand sensory exploration, observation, and discussion with peers and adults.

Fieldwork investigations in upper key stage 2 should link to the themes and topics in the learning sequence. Fieldwork opportunities should be planned to enhance and enrich pupils' knowledge and understanding of places, and of physical, human and environmental geography.

Suggested Digimap for Schools Activities:

- Fantasy Maps
- Weather Warning!
- Coastal Mysteries
- Landscape Poetry
- Lighthouse for Sale

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- My Top Tourism Trail
- It's a Rubbish Footprint!
- Extreme GB
- Map Detectives
- Emergency Rescue!

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Upper key stage 2 progression framework

Using and interpreting

- relate maps to each other and to vertical aerial photographs
- follow routes on maps saying what is seen
- use index and contents page of atlas
- use thematic maps for specific purposes
- know that purpose, scale, symbols and style are related
- appreciate different map projections
- interpret distribution maps and use thematic maps for information
- follow a route on 1:50,000 Ordnance Survey map
- describe and interpret relief features

Position and orientation

- use 4 and 6-figure coordinates to locate features
- give directions and instructions to 8 cardinal points
- align a map with a route
- use latitude and longitude in an atlas or globe

Drawing

- make sketch maps of an area using symbols and key
- make a plan for example, garden, play park; with scale
- design maps from descriptions
- draw thematic maps for example, local open spaces
- draw scale plans

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Symbols

- use agreed and Ordnance Survey symbols
- appreciate maps cannot show everything
- use standard symbols
- know 1:50,000 symbols and atlas symbols

Perspective and scale

- use a range of viewpoints up to satellite
- use models and maps to talk about contours and slope
- use a scale bar on all maps
- use a linear scale to measure rivers
- describe height and slope using maps, fieldwork and photographs
- read and compare map scales
- draw measured plans for example, from field data

Digital map making

- find 6-figure grid references and check using the Grid Reference Tool
- combine area and point markers to illustrate a theme
- use maps at different scales to illustrate a story or issue
- use maps to research factual information about locations and features
- use linear and area measuring tools accurately

Fieldwork opportunities

- to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as ‘How can our school reduce its plastic waste?’ and ‘How can we make our school grounds more bee friendly?’
- when learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past
- when learning about settlements, to investigate how buildings, land use and local facilities have changed over time; and investigate local development plans through visits to derelict sites, empty shops or buildings or places where developments (e.g. road, housing, industrial, retail or leisure schemes) are proposed
- when learning about economic activities, to investigate the range and location of primary, secondary and tertiary businesses in the local area
- when learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling
- take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan

Fieldwork techniques

- making models, annotated drawings and field sketches to record observations
- drawing freehand maps (e.g. of a site they have visited)
- relating large-scale plans to the fieldwork site, identifying relevant features

- recording selected geographical data on a map or large-scale plan, using colour or symbols and a key
- taking digital photos and annotating them with labels or captions
- making digital audio recordings (e.g. to create soundscapes)
- collecting, analysing and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)
- designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold about a proposed development)
- using standard field sampling techniques appropriately (e.g. taking water samples from a stream)
- designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance
- conducting a transect to observe changes in buildings and land use