



Geography Curriculum Coverage Long Term Plan

Curriculum Design for Geography

Geography Intent

We aim to deliver a high-quality geography curriculum that educates all children on the unique geography of Sheffield as a 'green' city and its place in the wider world. Children will develop an understanding of core subject knowledge enabling them to form their own opinions on key geographical issues, including those local to them such as litter and recycling, and in a wider context such as climate change. Where possible, visits and visitors will be used to inspire interest and peak curiosity.

Whilst all school values are essential in our curriculum delivery, geography specifically supports the values of:

- Consider, understand others and be polite
- Imagine - dream, believe, achieve!

Geography Implementation

Geography follows the National Curriculum; objectives are delivered through half termly question based topics. Enrichment opportunities are planned to engage children into their learning before working through a topic-based approach. Geographical concepts ensure skills specific to Geography are taught each and every year and are based in the aims of the national curriculum. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future topics. Where appropriate, at the end of the topic a high-quality 'outcome' is shared with parents and/or the school community. Children will enjoy school trips, welcome visitors and carry out fieldwork- all of which works to enrich their experience within Geography.

Geography Impact

Children will know more, remember more and understand more about Geography. This is evidenced through pupil voice, monitoring and looking at outcomes, which are measured by looking at whether children are working below, at or above the national standard. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Progression of Knowledge

	Year 1	Year 2	Year 3
Long Enquiry	<p>Seasonal and daily weather patterns. Children will use Forest School sessions to observe, measure and record the seasonal and daily weather patterns in Broomhill and Sheffield. Each class will choose a tree in the school garden and closely observe and record seasonal changes.</p>		<p>Children will build on their substantive knowledge of seasonal and daily weather patterns from KS1 to develop an understanding of the water cycle and analyse data they have collected to answer questions.</p>
End point	<p>By the end of Key Stage 1, children will:</p> <ul style="list-style-type: none"> ✓ Locate their town on a map and talk about key geographical features. ✓ Name continents and oceans on a world map. ✓ Know the four seasons and the weather associated with it. ✓ Name for four countries of the UK and some major cities and rivers. ✓ Understand how maps represent locations. ✓ Understand how data supports geographical interpretation. 		

Disciplinary Knowledge

Location knowledge		Place knowledge		Human and Physical geography		Geographical skills and fieldwork	
EYFS		EYFS	<ul style="list-style-type: none"> ✓ I can talk confidently about my local community. ✓ I can talk about similarities and differences between life In this country and other countries. 	EYFS	<ul style="list-style-type: none"> ✓ I can care for the natural world. ✓ I understand the effect of changing seasons. ✓ I can talk about the daily weather and predict tomorrow's weather. 	EYFS	<ul style="list-style-type: none"> ✓ I can draw information from a simple map. ✓ I can find out about and explore my local environment.

Location knowledge		Place knowledge		Human and Physical geography		Geographical skills and fieldwork	
KS1	<ul style="list-style-type: none"> ✓ I can ask and respond to simple questions about places. ✓ I can use simple geographical vocabulary to refer to landmarks. ✓ I can locate the 7 continents and 5 oceans on a world map. ✓ I can locate places studied on maps. ✓ I can name the 4 countries of the UK and the 4 capital cities. 	KS1	<ul style="list-style-type: none"> ✓ I know Britain is an island and is part of Europe. ✓ I have studied my hometown in terms of key features such as city, countryside, farm, woodland and river. ✓ I can compare my locality to another non-European country using written evidence and pictures. ✓ I can use simple vocabulary (e.g. hill, road, coast) ✓ I ask and answer simple questions such as "what would it be like to live in this place?" 	KS1	<ul style="list-style-type: none"> ✓ I can investigate physical and human features of my surrounding environment. ✓ I can apply my knowledge of physical and human features to selected countries in the world. ✓ I understand key human features of places studied including city/ shop/ park/ school ✓ I can discuss climate change and its impact both locally and in a non-European country. 	KS1	<ul style="list-style-type: none"> ✓ I can describe a locality using my observations. ✓ I can use simple resources to research and find out about places. ✓ I can recognise simple features of a map. ✓ I can use photographs and maps to identify basic features. ✓ I can collect information from fieldwork to deepen my understanding. ✓ I can complete simple data collecting exercises (surveys, weather charts) and look for patterns.

Location knowledge		Place knowledge		Human and Physical geography		Geographical skills and fieldwork	
	✓		✓		✓		<ul style="list-style-type: none"> ✓ I can compare places in terms of geographical features. ✓ I understand the four compass points and can use location language. ✓ I can devise simple maps and use a key. ✓ I can ask questions about my environment and other environments and look for answers. ✓ I can communicate my geographical understanding in different ways (e.g., maps, pictures, films, writing)
Y3	<ul style="list-style-type: none"> ✓ I can ask geographical questions and compare my findings. ✓ I can identify similarities and differences between places using geographical vocabulary. 	Y3	<ul style="list-style-type: none"> ✓ I can explain why people live in cities and why people might decide not to. 	Y3	<ul style="list-style-type: none"> ✓ I can identify the human and physical features across a continent and identify the impact they have on life. 	Y3	<ul style="list-style-type: none"> ✓ I can analyse data I have collected to ask and answer questions. ✓ I can draw detailed field sketches and create symbols and keys.