

Durweston CE VA Primary School

Geography Policy

Feed the mind, nurture the spirit, free the imagination!

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Governors are mindful of their duties under the Equality Act 2010 and have screened this document to ensure compliance with the law

Intent

Our aim at Durweston is to cover the National Curriculum for Geography. 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 the 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, 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. (NC p184)

During the EYFS, children at the expected level of development will be taught to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and map and be able to 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.

During KS1, pupils should develop knowledge about the world, the UK and their locality. They should begin to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation, to enhance their locational awareness

During KS2, pupils should extend their knowledge and understanding beyond the local area to include the UK, and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Equality, Diversity and Inclusion

Our curriculum planning ensures regular, progressive access to Geography for all children irrespective of gender, race, creed or disability.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses
- setting tasks of increasing difficulty, where not all children complete all tasks
- providing a range of challenges with different resources
- having more adults support the work of individual children or small groups



Implementation

We have a 2-year rolling programme that ensures coverage of the National Curriculum and caters for our mixed-age classes. All the units compare new learning with previous learning, and new places with familiar ones.

	Starfish	Dolphins	Seahorses	Sharks	Porpoises
Year A	Out and About A Place Called Home The United Kingdom	What is the geography of where I live? How does Kampong Ayer compare with where I live?	Why are jungles so dry and deserts so wet? How can we live more sustainably?	Who are Britain's National Parks for? Why do so many people in the world live in mega cities?	Why are mountains so important? Why is fair trade fair?
Year B	Out and About A Place called Home The United Kingdom	Why don't penguins need to fly? Why does it matter where my food comes from?	Beyond the Magic Kingdom: what is the sunshine state really like? How can we persuade people to join us in tackling the causes of global warming?	What is a river? How is climate change affecting the world?	How do volcanoes affect the lives of the people on Hiemaey? Why is fair trade fair ?

A copy of this plan (Appendix 1) is stuck into each child's Geography book and units are coloured in as they are completed. This allows teachers to quickly see what the children in their class have covered and what they might have missed. Geography books are passed up each year to the next teacher.

EYFS

We teach Geography in Handy Paws and Starfish as a distinct part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. These topics link with the KS1 and 2 planning. Geography makes a significant contribution to the objectives in the Early Learning Goals of developing a child's knowledge and understanding of the world. The objectives covered in our nursery and Reception class can be found on the Durweston School: Progression of Skills, Knowledge and Vocabulary (Geography) document (see Appendix 2).

Key Knowledge

The knowledge taught across our curriculum can be found in our Scheme of Work (Appendix 2)

Impact

Ongoing assessment of the children's retention of key knowledge is integral to teaching and learning in Geography. Teachers plan opportunities to revisit and revise the key knowledge covered across a unit of work and units taught in previous years. Key knowledge is displayed on the class **knowledge map** and used as a tool to aid recall across a unit and beyond. At the end of the unit, children are asked to reproduce this knowledge map in order to assess the knowledge they have retained. (Younger children may do this as shared writing as part of a small group). A copy of the class knowledge map is stuck into the child's book at the end of each topic. This, plus observations made during the year, inform future planning and enable the teacher to assess progress against our Progression Document (Appendix 3) Each term, teachers input Geography assessment data onto Insight.



Geography Open Morning

A display of what school geography work related to the closure of Durweston bridge in order to replace the flood arches.



Retention of learning/ non-negotiables

- Map – at the beginning of each unit, work covered in previous classes is reviewed and places previously studied replotted and displayed on a map of appropriate scale and detail. (See Places/Contexts in Appendix 3) Essential knowledge should be revised and consolidated. This map should remain on display throughout the year and referred to whenever possible
- Use this [sheet](#) to review and refresh precious learning
- Start of new unit clearly marked in Geography books with a title page - Class, term, year, enquiry question
- Enquiry questions displayed on a working wall. A working wall/knowledge map is constructed during the unit and a copy stuck into each child's book at the end of the topic
- [Building blocks](#) (see Appendix 4) displayed on working wall. First lesson review learning in books linked to building blocks.
- All lessons begin with a quiz to recall previous learning. New learning needs to be added to the knowledge map
- All written work to be done on lined paper of appropriate size and stuck in
- Assessment - Dolphins and Seahorses produce a written answer to the enquiry question; Sharks and Porpoises recreate the knowledge map
- Display of books related to topic readily available
- Globe, world maps, jigsaws, atlases
- Non-fiction included at some point in every lesson
- An element of fieldwork in each topic
- Dedicated Geography books that go up with children

Homework

Each class teacher produces a sheet of activities linked to the topic for the children to complete at home. At the end of term, these are shared at an Open Afternoon or morning where parents and children have the opportunity to look at all the work produced across the school.

Resources

The Connect Geography Schemes of Work are available on the T drive

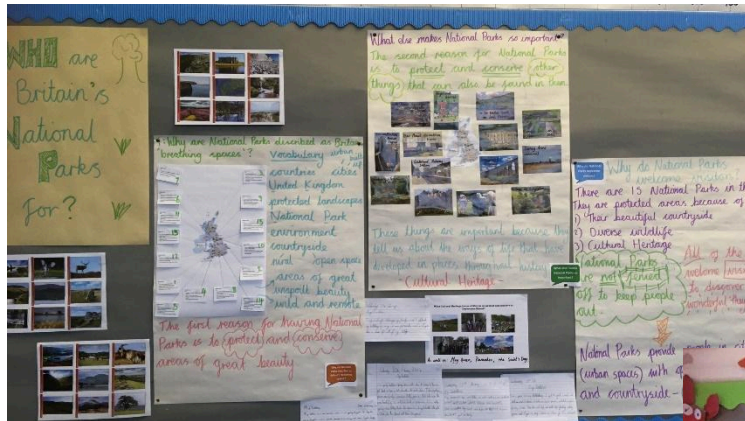
There is a range of maps and books in the library and other resources are kept in the Reef. Please let the co-ordinator know if there is anything you need. Other maps available here <https://drive.google.com/drive/u/0/folders/1uRCcpWEJZHG19YCQTYUmCdD5azmCspX2>

Work is recorded in A4+ books that do not have lines. Written work must be done on lined paper and stuck in. Books are passed up when the child moves to a new class.

Monitoring and Review

The coordination of the Geography curriculum is the responsibility of the Geography subject leader. Each term the subject leader will monitor planning to make sure it follows the long-term plan and will support colleagues in their teaching. They may carry out book scrutinies, learning walks and pupil interviews. At the end of the year, they will review their monitoring and write an action plan for the following year.

Geography co-ordinator - Nicola Brooke



Geography working walls



Appendix 1

Name _____ Geography Coverage Record Sheet

Please colour the topics as you complete them.

	Starfish	Dolphins	Seahorses	Sharks	Porpoises
Year A	Out and About A Place Called Home The United Kingdom	What is the geography of where I live? How does Kampong Ayer compare with where I live?	Why are jungles so dry and deserts so wet? How can we live more sustainably?	Who are Britain's National Parks for? Why do so many people in the world live in mega cities?	Why are mountains so important? How is Climate change affecting the world?
Year B	Out and About A Place Called Home The United Kingdom	Why don't penguins need to fly? Why does it matter where my food comes from?	Beyond the Magic Kingdom: what is the sunshine state really like? How can we persuade people to join us in tackling the causes of global warming?	What is a river?	How do volcanoes affect the lives of the people on Hiemaey? Why is fair trade fair ?

Starfish	Year A	Year B
Autumn	<p>Out and About</p> <p><i>What physical and human features can I find in the school and in the local area?</i></p> <p><i>Can I make and read an outline map of the school?</i></p> <p><i>Can I make and read a street map of Durweston?</i></p> <p><i>Do I know what country I live in? Do I know that Durweston and Stourpaine are both villages and that Blandford is our nearest town?</i></p> <p><i>Can I make a simple map to show this?</i></p>	<p>Out and About</p> <p><i>What physical and human features can I find in the school and in the local area?</i></p> <p><i>Can I make and read an outline map of the school?</i></p> <p><i>Can I make and read a street map of Durweston?</i></p> <p><i>Do I know what country I live in? Do I know that Durweston and Stourpaine are both villages and that Blandford is our nearest town?</i></p> <p><i>Can I make a simple map to show this?</i></p>
Spring	<p>A Place called Home</p> <p><i>Who lives with me in my home?</i></p> <p><i>How does where I live compare with homes and families in other parts of the world?</i></p> <p><i>What else can I learn about other people's homes using Google Earth?</i></p>	<p>A Place called Home</p> <p><i>Who lives with me in my home?</i></p> <p><i>How does where I live compare with homes and families in other parts of the world?</i></p> <p><i>What else can I learn about other people's homes using Google Earth?</i></p>
Summer	<p>The United Kingdom</p> <p><i>What's our planet like?</i></p> <p><i>Whereabouts on Earth do I live?</i></p> <p><i>Where shall we visit in the United Kingdom?</i></p> <p><i>Whereabouts in England is Owl Island?</i></p> <p><i>What might we see in Wales?</i></p> <p><i>Is there a prehistoric monster still living in Scotland?</i></p> <p><i>What will we see at the Giant's Causeway?</i></p>	<p>The United Kingdom</p> <p><i>What's our planet like?</i></p> <p><i>Whereabouts on Earth do I live?</i></p> <p><i>Where shall we visit in the United Kingdom?</i></p> <p><i>Whereabouts in England is Owl Island?</i></p> <p><i>What might we see in Wales?</i></p> <p><i>Is there a prehistoric monster still living in Scotland?</i></p> <p><i>What will we see at the Giant's Causeway?</i></p>

Dolphins	Year A	Year B
Autumn	<p>What is the geography of where I live?</p> <p><i>What is geography all about?</i></p> <p>Know the four countries of the UK and the seven continents. Also know nearest local town and London</p> <p><i>Whereabouts in the UK do I live? (Using Google Earth)</i></p> <p><i>What are the main land uses in Durweston?</i></p> <p><i>What are the key physical features - fields, woods, river</i></p>	<p>Why does it matter where my food comes from?</p> <p>Know the four countries of the UK and the seven continents. Also know nearest local town and London</p> <p><i>Know that dairy products come from dairy farms</i></p> <p><i>Be able to annotate a map of an area of Devon with features that make it good for dairy farming</i></p> <p><i>Know that the weather in Devon makes it good for dairy farming</i></p>

	<p><i>What are the key human features- transport, residential, economic, public service, open space</i></p> <p><i>Can you represent local land use on a map with a key?</i></p> <p><i>Can you create a geographical walk around Durweston that visits the different types of land use we have identified?</i></p> <p><i>Make their own map of the walk, adding photos of the features they have seen</i></p> <p><i>Visit Stourpaine and compare it to Durweston (in summer if no time this term)</i></p>	<p><i>Know that some of the fruit and vegetables we eat are grown in the UK and some grown abroad</i></p> <p><i>Know where bananas and or sugar comes from</i></p> <p><i>Fieldwork visit to the farm to find out about the food George grows</i></p>
<p>Spring</p>	<p>How does Kampong Ayer compare with where I live?</p> <p>Know that the UK is made up of 4 nations</p> <p>Know that there are 7 continents and 5 oceans</p> <p>Identify and describe the Equator</p> <p><i>Use a globe to find countries near the UK</i></p> <p><i>Know that hot places are near the Equator and cold places near the poles; understand the terms polar,tropical and temperate climates</i></p> <p><i>Know that Kampong Ayer is on the island of Borneo, in Brunei, in Asia and that the neighbouring countries of Malaysia and Indonesia are also on Borneo</i></p> <p><i>Be able to compare the weather in Kampong Ayer with the weather in Durweston</i></p> <p><i>Know about time differences</i></p> <p><i>Be able to compare homes in Kampong Ayer with homes in Durweston</i></p> <p><i>Introduce the concept of scale. Draw a scale plan of the classroom</i></p> <p><i>Fieldwork study of the homes in Durweston</i></p> <p><i>Be able to compare transport in Kampong Ayer with transport in Durweston</i></p> <p><i>Carry out a survey to compare journeys to Blandford with journeys to Bandar Seri Begawan</i></p>	<p>Why don't penguins need to fly? (Biomes, weather and climate.)</p> <p>PLEASE MAKE SURE THIS DOES NOT BECOME A SCIENCE TOPIC</p> <p>Know that the UK is made up of 4 nations</p> <p>Know that there are 7 continents and 5 oceans</p> <p>Identify and describe the Equator</p> <p><i>Know the 6 key facts about Antarctica (see planning)</i></p> <p><i>Know how penguins are adapted to life in Antarctica</i></p> <p><i>Compare and contrast the Sahara Desert</i></p> <p><i>Know how camels are adapted to live in the Sahara</i></p> <p><i>Key difference between the Arctic and Antarctica</i></p> <p><i>Understand the importance of location in relation to the Equator and poles in determining weather and climate</i></p> <p><i>Know that polar bears can't live in the Antarctic because of the climate</i></p> <p><i>Know that penguins don't need to fly because they have no predators</i></p>
<p>Summer</p>	<p>Fieldwork study of homes in Durweston and Stourpaine; make a geographical map of Stourpaine. Visit with Starfish</p> <p>Use Your Local Area: Homesby Ruth Thomson for ideas for fieldwork</p>	<p>Fieldwork trips to the farm and one of our supermarkets OR</p> <p>Know why tourists visit Dorset</p> <p>Use Your Local Area: Seaside by Ruth Thomson for ideas for fieldwork</p>

Seahorses	Year A	Year B
Autumn	<p>Why are jungles so wet and deserts so dry?</p> <p>Know that the UK is made up of 4 nations. Know the capital cities</p> <p>Identify land and sea on a map and globe</p> <p>Know that there are 7 continents and 5 oceans</p> <p>Identify and describe the Equator</p> <p>Know the difference between weather and climate</p> <p>Revisit polar, temperate and tropical climates</p> <p>Compare climate in different parts of the UK and in different parts of the world</p> <p>Understand climate graphs</p> <p>Know how climate affects the plants and animals living in a place</p> <p>Understand the term biome</p> <p>Know about the climate in Brazil and Atacama Desert, Chile. Begin to understand why they are so different (proximity to equator and tropics)</p>	<p>Beyond the Magic Kingdom: what is Florida really like? (Physical and human features of North America)</p> <p>Know that the UK is made up of 4 nations. Know the capital cities</p> <p>Identify land and sea on a map and globe</p> <p>Know that there are 7 continents and 5 oceans</p> <p>Identify and describe the Equator</p> <p>Know where and what the Magic Kingdom is. Why is it the most popular theme park in the world?</p> <p>Plan a route around the park</p> <p>Know the countries that make up North America</p> <p>Know that the USA is made up of 48 contiguous states and 2 separate ones</p> <p>Know about different time zones</p> <p>Know that the state of Florida is a peninsula</p> <p>Why is the Kennedy Space Centre in Florida?</p> <p>Know that Florida is warmer and sunnier than the UK because it is closer to the Equator</p> <p>Why are sea turtles endangered</p>
Spring	<p>How can we live more sustainably?</p> <p>Know what the terms sustainability, finite resources and renewables mean</p> <p>Know some ways that we can make our school more sustainable (saving water and electricity)</p> <p>Know about renewable energy eg wind power and solar panels</p>	<p>How can we persuade people to join us in tackling the causes of global warming?</p> <p>Why are so many people in Britain trying hard to be more environmentally friendly?</p> <p>Why are some greenhouse gases in the atmosphere a good thing?</p> <p>Why are too many greenhouse gases in the atmosphere causing a problem?</p> <p>How is the Arctic and Antarctic being affected by global warming?</p> <p>How can we persuade people to do things to reduce global warming?</p>
Summer	<p>Field trip or visitor - visit a wind farm/solar farm</p> <p>Know how George promotes sustainability and nature conservation on his</p>	<p>How is Durweston connected to the rest of the world (Transport)</p> <p>Use Your Local Area: Transport by Ruth Thomson for ideas for fieldwork</p>

	farm	Fieldwork
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Sharks	Year A	Year B
Autumn	<p>Who are Britain's National Parks for? Know that the UK is made up of 4 nations. Know the capital cities Identify land and sea on a map and globe Know that there are 7 continents and 5 oceans Identify and describe the Equator Know why the National Parks are important Know the characteristic features of the UK's National Parks Know the features of the New Forest National Park Know why people visit National Parks Know why farmers are so important in our National Parks How do our National Parks compare with the Everglades National Park in Florida?</p>	<p>What is a river? Know that the UK is made up of 4 nations. Know the capital cities Identify land and sea on a map and globe Know that there are 7 continents and 5 oceans Identify and describe the Equator How does the course of the River Axe change from source to mouth? How does the course of the Stour change from source to mouth? Field trip Know why river estuaries are important for wildlife Know some major rivers of the UK Know what an estuary is Know why river flooding is such a problem in Bangladesh</p>
Spring	<p>Why do so many people in the world live in mega cities? Know what a megacity is and some examples Know why Milton Keynes is the UK's fastest growing city Know why Brasilia is the fastest growing city in Brazil Know the advantages and disadvantages of living in cities</p>	<p>What is a river continued Look at Your Local Area: Rivers by Ruth Thomson for ideas investigations of our local river/s.</p>
Summer	<p>Why do people visit the New Forest? OR Why do some people want to set up a Dorset National Park? Visit the New Forest.</p>	<p>Visit the farm. Know why flooding is good for the farm (water meadows). Know how the water is controlled. How is climate change affecting George? Should we build new houses on the Crown meadows?</p>

Porpoises	Year A	Year B
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<p>Autumn</p>	<p>Why are mountains important? <i>Know that mountains have to be taller than 1000ft (304.8m)</i> <i>Know the meaning of the term mountain range</i> <i>Know the locations of the major mountain ranges in the world: Himalaya, Andes, Rockies, Alps and Pyrennees, Urals, Atlas. Highest mountain in each range</i> <i>Know that most are fold mountains</i> <i>Know how this explains why Hilary and Tenzing found fossils of sea animals on the summit of Mt Everest</i> <i>Compare the Himalayas with the Cambrian Mountains</i> <i>Know about the challenges of farming in the Cambrian mountains</i> <i>Know why tourists visit the Cambrian mountains</i> <i>Understand the importance of the many reservoirs in the Cambrian Mountains for water and power</i></p>	<p>How do volcanoes affect the lives of the people on Hiemaey? <i>Know where Hiemay and the Westman Islands are located</i> <i>Know what a volcano is</i> <i>Investigate the distribution of volcanoes and earthquakes in the world and understand why there are volcanoes on Hiemaey</i> <i>Become familiar with the countries and capital cities of Europe</i> <i>Know the geographical (human and physical) features of the Westman islands</i> <i>Know the meaning of the term archipelago and know some European examples</i> <i>Be able to compare the physical and human geography of Hiemaey with Durweston</i> <i>Know about the impact of the climate on the landscape in Hiemaey</i> <i>Understand the impact of volcanic eruptions on the people of Hiemaey</i></p>
<p>Spring</p>	<p>How is Climate Change affecting the World? <i>Know how climate change is affecting people in different parts of the world</i> <i>Know what countries of the world have agreed to do about climate change</i></p>	<p>Why is fair trade fair? <i>Know that container ships arrive regularly in this country bringing goods from abroad</i> <i>Understand imports and exports</i> <i>Know some things the UK exports to China</i> <i>Understand that trade isn't always fair using the example of bananas</i> <i>Why is fair trade fair?</i> <i>Recognise the Fairtrade logo and know what it means</i> <i>Know what benefits fair trade brings to producers</i> <i>Know ways that our school could be more ethical</i></p>
<p>Summer</p>	<p>Complete work from the previous 2 terms Investigate the Broccoli Tree Trailway trip lead by TBS?</p>	<p>Complete work from the previous 2 terms Investigate the sign in the field (Durweston and Stourpaine Halt Trailway trip lead by TBS?</p>

Appendix 3 - Geography Knowledge Progression Document

Durweston School: Progression of Skills, Knowledge and Vocabulary (Geography) Document					
Knowledge	Starfish	Dolphins	Seahorses	Sharks	Porpoises
<p>Location, Scale and Distribution</p> <p><i>The precise location, position or situation</i></p> <p><i>Scale - the size or extent of the area of the place eg: local, regional, national, international, global</i></p> <p><i>Distribution - the pattern or arrangement of the physical and human features of a place across its surface</i></p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Identify human and physical features in the school grounds and in the village.</p>	<p>Observe and describe the human and physical geography of a small area of the United Kingdom (the local area). Name and locate local town. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.</p>	<p>Locate and name the main counties and cities in England. Locate the main countries/states in North or South America. Locate and name principal cities, concentrating on their environmental regions, key physical and human characteristics, countries, and other major cities. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn</p>	<p>Name and locate geographical regions of the UK and their identifying human and physical characteristics, key topographical features (in hills, mountains, and rivers). Compare a region in the UK with a region in N. or S. America with significant differences and similarities. Describe the location, distribution, and key features of megacities in other parts of the world. Identify, locate, and compare with the top 10 cities in the UK.</p>	<p>Name and locate the key topographical features of the UK including features of erosion, hills, mountains, and rivers. Understand how these features have changed over time. Locate the main countries in Europe. Locate and name principal cities, concentrating on environmental regions, key physical and human characteristics. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>

Knowledge	Starfish	Dolphins	Seahorses	Sharks	Porpoises
<p>Environment, Processes, Change, Interaction and Interdependence</p> <p><i>What is this place like and why?</i></p> <p><i>What is it like to live in this place?</i></p> <p><i>How is this place changing?</i></p> <p><i>How is this place connected to other places?</i></p> <p><i>How does this place compare to other places?</i></p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of their school, its grounds and the surrounding environment local area and of a small area in a non-European country (Kampong Ayer)</p> <p>Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles</p> <p>Physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>Human features -city, town, village, factory, farm, house, office, port, harbour, shop).</p>	<p>Describe and understand key aspects of physical geography, including climate zones, biomes, and vegetation belts (Amazon basin, Atacama Desert)</p> <p>Observe, describe, and explain in basic terms the pattern of climate in the UK.</p> <p>Observe seasonal/daily weather patterns in the UK. Compare and contrast the UK climate with other countries (Florida)</p> <p>Describe and understand geographical similarities and differences through the study of human and physical geography in a range of countries</p>	<p>Describe and understand key human and physical aspects of South West England and compare with other regions of the UK.</p> <p>Know about different types of settlements in modern Britain: villages, towns, cities. Begin to understand settlement and urbanisation.</p> <p>Identify and describe the physical features of a river from source to mouth. Explain why the course of a river changes as it flows from higher to lower ground.</p> <p>Describe the water (hydrological) cycle and explain the important role that rivers play.</p>	<p>Describe and understand geographical similarities and differences through the study of human and physical geography of a European country (Iceland)</p> <p>Understand physical geography through studying a region in a European country (Iceland)</p> <p>Physical geography including mountains, volcanoes, and earthquakes, looking at plate tectonics and the ring of fire. (Iceland, the Himalayas and Cambrian Mountains, Wales)</p>
	<p>Begin to describe our local farm</p>	<p>Begin to understand the importance of farming in the UK and in Costa Rica</p>	<p>Sustainability and farming - how to preserve wildlife on our local farm</p>	<p>Understand the importance of farming in the national parks</p>	<p>Understand the effect of the changes in weather patterns and climate on farming in Wales. The benefits Fair Trade brings to farmers in other countries</p>
	<p>Economic Activity</p>	<p>Begin to understand why people go on holiday</p>	<p>Begin to understand why tourists might visit Dorset</p>	<p>Begin to understand why tourists visit Florida.</p>	<p>Understand why tourists visit our National Parks</p>

Sustainability and Conservation	drawing on personal experience or stories				
	Understand why we put paper in the recycling bin	Know the benefits and drawbacks of buying local food over importing produce	Describe and explain what living sustainably means. Begin to know about conservation in other countries (our local farm, Arne, Florida) Begin to understand renewable energy sources (solar energy in the local area) Describe and explain global warming and its effects Begin to think of ways that we can tackle global warming at home and at school	Know the effect of climate change on people around the world; know what countries are doing about this	Understand Fair/unfair distribution of resources Know about worldwide trade, imports, and exports and how it is not always fair Know about the benefits Fair Trade
Knowledge		Dolphins	Seahorses	Sharks	Porpoises
Geographical Skills and Fieldwork	Begin to understand very simple maps. Know how land and sea are represented on a map and on a globe. Make and read simple keys and symbols	Use world maps, atlases, and globes to identify the United Kingdom and its countries and to identify the continents and oceans studied at this key stage. Use locational and directional language (e.g., near and far, left, and right), Describe the location of features and routes on maps. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use photographs to recognise landmarks and basic human and	Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Begin to use eight points of a compass. Simple grid references (e.g.A1), symbols and keys Use simple fieldwork to investigate and record sustainability in the local area (farm, Arne) and on a visit to a local solar farm.	Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries and describe features studied. Learn the eight points of a compass. Four-figure grid references, symbols, and keys, including the use of Ordnance Survey maps. Use fieldwork to observe, measure, and present the flow and depth of a local river and explain the changes along a section Use fieldwork to observe, measure and record the human	Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use eight points- of a compass, four and six figure grid references, symbols, and a key, including the use of Ordnance Survey maps. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Fair Trade in Blandford; ways to

		<p>physical features; devise simple picture maps.</p> <p>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. Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>		and/or physical features of National Park.	make our school more sustainable)
Skills	Describe, explain, understand, explore	And identify, describe, understand, observe, record, locate, explain, suggest reasons, recognize, compare, estimate, categorise	And offer reasons, compare and contrast, draw conclusions, make judgements	And reflect, evaluate, conclude, interpret	And understand the stages, make a reasoned geographical judgment
Vocabulary	For a full list of the vocabulary for each unit, please see the Connect Geography planning.				
Places/Contexts	Durweston and Stourpaine The World	And Durweston and Stourpaine, Blandford, Dorset, Europe, Kampong Ayer, Borneo, Brunei. Asia The Arctic and Antarctica, Sahara, Zambia, Africa Devon, SW England, Costa Rica North America South America	And Amazon Basin, Atacama Desert, Equator, tropics Florida, North America States of North America	And Exmoor, Dartmoor, New Forest, Everglades, Florida Cities of the UK, Milton Keynes Brasilia River Stour, River Exe, Exe estuary, Exeter, Exmouth River Gambia, The Gambia	And Hiemaey, Western Islands, Iceland Countries and capital cities of Europe Himalayas Cambrian mountains in Wales

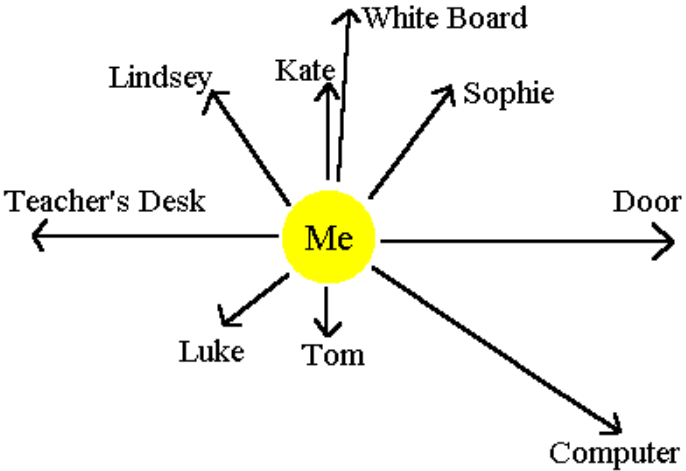
Appendix 4 - Building blocks - how knowledge builds from EYFS to Year 6

	EYFS	Dolphins	Seahorses	Sharks	Porpoises
Topics	Out and About/A Place called Home/ the UK	What is the geog of where I live?/Kampong Ayer/Why don't penguins need to fly?/Why does it matter where my food comes from?	Jungles/How can we live more sustainably? Beyond the Magic Kingdom/Global warming	Britain's National Parks Megacities What is a river?	Mountains/fair trade Hiemaey (Iceland) volcanoes/fair trade
Places/Contexts	Durweston and Stourpaine The World	And Durweston and Stourpaine, Blandford, Dorset, Europe, Kampong Ayer, Borneo, Brunei. Asia The Arctic and Antarctica, Sahara, Zambia, Africa Devon, SW England, Costa Rica North America South America	And Amazon Basin, Atacama Desert, Equator, tropics Florida, North America States of North America	And Exmoor, Dartmoor, New Forest, Everglades, Florida Cities of the UK, Milton Keynes Brasilia River Stour, River Exe, Exe estuary, Exeter, Exmouth River Gambia, The Gambia	And Hiemaey, Western Islands, Iceland Countries and capital cities of Europe Himalayas Cambrian mountains in Wales
Biomes		Penguins in Antarctica and camels in the Sahara	Understand the term biome. Tropical forests and hot deserts in South America	National parks Estuaries	Mountain biomes
Weather/Climate	Seasons	The Poles and the weather in Devon	Weather/Climate in Uk, Brazil, Chile How and why the climate of Florida is different to the climate of Dorset	Climate change Flooding	Impact of climate on physical geog of Hiemay Impact of climate change on mountains (tourism)
Sustainability/conservation	Why we save paper in our classroom	Food miles and free range produce	What does sustainability mean Know about finite resources and renewables, wind and solar farms	The conservation role of the National Parks How river estuaries are important for wildlife conservation	Hydroelectric power in the Cambrian mountains
Farming	What our local farm is like.	Land use around Durweston - fields for farming	Know how George promotes sustainability and nature	Know why farmers are important to the National	Fishing as important reason why people continue to live

		Dairy farming in Devon Bananas in Costa Rica	conservation on his farm	Parks	in Hiemay Farming in the Welsh mountains
Tourism	Where do we go on holiday and what do we do	Begin to understand why tourists visit Dorset	Know why tourists visit the Magic Kingdom	Know why people visit the national parks	Tourism /bird watching) important economic activity in Hiemay Mountain tourism
Interaction between human and physical geography	Know about the hills around us and their impact on our walks. Know about the river, the mill and flooding in winter	Understand the terms human and physical geography	Physical geography of Florida and impact on tourism/land use	Rivers Physical geographical features of the National Parks	Mountains and Volcanoes

Appendix 5 Fieldwork Audit (to give ideas for Porps)

Auditing your local area for geography

Human geography	Tick	Comments
<p>Is there a range of buildings, including houses, shops, places of worship, industry, health facilities?</p>		<p>What can you do in Durweston? What can you buy in Durweston? Where is the nearest doctors/library/swimming pool/petrol station/train station etc.</p> <p>Draw a signpost map with Durweston at the centre. Lines show direction and length is scaled to show distance from Durweston eg:</p>  <p>Use this information to think about why people choose to live in Durweston.</p> <p>Look at what used to be in Durweston (see Local History box) https://dorset-ancestors.com/about-durweston/</p> <p>How has Durweston changed? Why has Durweston changed?</p>

<p>If so, does the range of buildings show evidence of different:</p> <ul style="list-style-type: none"> · building materials? · architectural styles? · functions? 		<p>This would link well to the Art unit on architecture and buildings</p> <p>Use the superplan map to colour code for detached houses, terraced houses, bungalows and flats (you can find all of these in Durweston) Why do you need a range of different houses?</p> <p>Local authority v private housing</p> <p>Look at Your Local Area: Homes by Ruth Thomson for more ideas</p>
<p>Is there a range of land uses?</p>		<p>Colour code a map/overlay an aerial photo to show -residential, agricultural, recreation, transportation, and commercial, public building. Compare with with Poole. How are these places different to live in?</p>
<p>Which of the following industries or services are visible?</p> <ul style="list-style-type: none"> · rural – farming, fishing, forestry, quarrying · industrial – factories, manufacturing units, warehouses · retail – corner shop, parade of shops, supermarket, department stores, markets, retail park · leisure facilities – park, library, leisure centre, sports club, social club · services – medical centre, emergency services, recycling area 		<p>n/a</p>

<p>For transport-related investigations are there:</p> <ul style="list-style-type: none"> · safe places for traffic surveys? · different types of roads and cycle paths/lanes? · dedicated pedestrian areas? · bus, tram and/or train routes? · transport hubs – a rail and/or bus station? 		<p>Look at the book Your Local Area: Transport by Ruth Thomson. It has facts, questions and ideas for projects and surveys</p> <p>How do people travel locally? Where do people from Durweston travel to? Where do people who come to our school come from? (Adults is easier than children) What vehicles use the roads near you?</p> <p>What is the problem with Durweston bridge?</p>
<p>In terms of settlements, is there evidence of:</p> <ul style="list-style-type: none"> · the origins of the settlement (river crossing point, port, defensive site, route centre, etc.)? · the old core of a modern settlement? · growth, change, decline and/or redevelopment? 		<p>More history than geography?</p>

Physical geography	Tick	Comments
<p>What type(s) of water features are there?</p> <ul style="list-style-type: none"> · Stream, canal or river · pond, lake or reservoir · estuary · coastal area 		<p>The river (Sharks Autumn and Spring Year B)</p> <p>See Your Local Area: Rivers by Ruth Thomson for ideas of things to investigate</p> <p>Water meadows and floodplain</p>

<p>Do the landscape features include:</p> <ul style="list-style-type: none"> · slopes? · hills? · valleys? · mountains? 		<p>Lots that can be used to investigate contours</p>
<p>Are there surfaces where rocks and/or soils can be observed?</p>		
<p>Is there equipment and space for weather and seasonal change investigations, including:</p> <ul style="list-style-type: none"> · making weather observations and measurements? · sites to investigate microclimates? · to observe seasonal change? · evidence of weathering? 		
<p>Is there a variety of different plants and wildlife?</p>		

<p>Environmental geography</p>	<p>Tick</p>	<p>Comments</p>
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<p>Is there visible evidence of change over time to buildings and land use?</p>		
<p>Will pupils be able to assess environmental quality in terms of:</p> <ul style="list-style-type: none"> · valued spaces and buildings? · which local streets, park or focal points are not valued? 		
<p>Is there evidence of people:</p> <ul style="list-style-type: none"> · caring for the environment? · neglecting the environment? · improving the area? 		
<p>Which of the following local environmental issues could the pupils investigate here?</p> <ul style="list-style-type: none"> · derelict sites, empty shops and/or buildings · traffic congestion, noise/air pollution · public transport provision · road, housing, industrial, retail or leisure development schemes 		
<p>Thinking about sustainability and sustainable development, what evidence is there of:</p> <ul style="list-style-type: none"> · sustainable buildings, developments or initiatives? · refuse collection and/or recycling facilities? 		

<p>Will the site/area allow pupils to explore sustainability in everyday life through:</p> <ul style="list-style-type: none"> · food and drink? · clothing? · books, toys and other manufactured goods? · energy generation, use and conservation? · water supply and use? · travel choices and consequences? · consumption, waste and recycling? 		
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