



Key Stage 1 Geography	Intent	Implementation	Impact
	<p>We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.</p>	<p>In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. Key words are also highlighted in each lesson pack, to be used by children to deepen their geographical knowledge.</p>	<p>We believe that the impact of using exciting and engaging geography lessons as the basis of your curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.</p>
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<ul style="list-style-type: none"> I can name the four countries of the United Kingdom. 	<ul style="list-style-type: none"> I can compare the UK with a contrasting city/town in a different country. 	<ul style="list-style-type: none"> I can identify seasonal and daily weather patterns in the United Kingdom. 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the countries, continents and oceans at this key stage.
<ul style="list-style-type: none"> I know the capital cities of the four countries of the United Kingdom. 	<ul style="list-style-type: none"> I can compare a local city/town in the UK with a contrasting city/town in a different country. 	<ul style="list-style-type: none"> I can identify the location of hot and cold areas of the world in relation to the Equator, and the North and South Poles. 	<ul style="list-style-type: none"> I can use simple compass directions and locational directional to describe the location of features and routes on a map.
<ul style="list-style-type: none"> I can find and label the sea, beach and mountain. 	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: Jamaica, London, Kingston, compare, capital city, country, population, weather, similarities, differences, farming, culture. 	<ul style="list-style-type: none"> I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea and ocean. 	<ul style="list-style-type: none"> I can devise a simple map, and use the construct base symbols in a key.



<ul style="list-style-type: none"> I can find and label on a map, England, Ireland, Scotland and Wales. 	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding of this strand: China, Asia, country, population, weather, similarities, differences, farming, culture. 	<ul style="list-style-type: none"> I can use basic geographical vocabulary to refer to key physical features, including: hill, mountain, river, soil, valley and vegetation. 	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North East, South and West.
<ul style="list-style-type: none"> I can name the four countries and capital cities of the U.K. and their characteristics. 	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding of this strand: desert, volcano, 	<ul style="list-style-type: none"> I can use basic geographical vocabulary to refer to key physical features, including: season and weather. 	<ul style="list-style-type: none"> Use key vocabulary to demonstrate knowledge and understanding in this strand: plan, record, observe, aerial view, key, map, symbols, direction, position, route and journey.
<ul style="list-style-type: none"> I can name and find town, city, village, sea, beach, hill and mountain. 		<ul style="list-style-type: none"> I can use basic geographical vocabulary to refer to key human features, including: city, town, village, house, office and shop. 	<ul style="list-style-type: none"> Use key vocabulary to demonstrate knowledge and understanding in this strand: the United Kingdom, changes, tally chart, pictogram, world map, country, continent, human and physical.
<ul style="list-style-type: none"> I can find Europe, Africa, Asia, Australasia, North America, South America and Antarctica. 		<ul style="list-style-type: none"> I can use basic geographical vocabulary to refer to key human features, including: port and harbour. 	
<ul style="list-style-type: none"> I can find and recognise a continent and ocean on a map. 			



	Year Ks1 Outcomes
--	--------------------------