

Waverley Abbey Geographer

All things are possible for one who believes – Mark 9:23.

A Geographer should demonstrate a curiosity and fascination about the world and its communities.

At Waverley Abbey we encourage all children to develop their knowledge of diverse places, people, resources and environments. During their time at Waverley, children will learn about the Earth's key physical and human processes and secure an understanding that they are part of a wider community.

*The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together. **Barack Obama***

What the National Curriculum requires in geography at KS2

Locational knowledge

- 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
- 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
- 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

- 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

- Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

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

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

Curriculum enrichment – fieldwork activities

Year 3 Tilford – study of local Tilford area to map and investigate land use in the village

Year 4 Farnham – study of current and historical geography of the town

Year 5 Calshot Residential - study of local river from source to mouth

		Year 3	Year 4	Year 5	Year 6
Topics studied	Autumn 1		Exploring Europe and the UK Key physical and human characteristics, countries and major cities Focus on South East- counties (<i>not countries!</i>) and cities	Map work Using Digi maps Explore locality Locate places using 4 fig grid references	Rainforests – South America Geographical similarities and differences through the study of a region in S America
	Autumn 2		Fieldwork/Map work Mapping of school grounds	Historical geography of Ancient Egyptian Civilisation	
	Spring 1	Locate the world's continents, countries, oceans Identify hemispheres Focus on Europe Exploring the UK – countries and capital cities		Historical geography of Ancient Islamic Civilisation	
	Spring 2			Water Cycle Describe key aspects of physical geography Global School Project to be identified in conjunction with Thundu school – travel survey?	
	Summer 1	Our Locality Urban v Rural Tilford v Farnham Fieldwork/Map work – Visit Tilford Plan a route to Tilford using OS maps & symbols Investigate the land use in Tilford	Earthquakes and Volcanoes Describe key aspects of physical geography	Rivers & Mountains Describe key aspects of physical geography Fieldwork - Calshot residential River study – source to mouth	Fieldwork/Map work Use 6 figure grid refs; use latitude and longitude on atlas maps Digi maps - Plan a walk (Waverley Abbey Citizens) using OS maps
	Summer 2		Cross-Curricular with History Study of Farnham – link to history trip Fieldwork – Visit Farnham Look at key aspects of human geography <ul style="list-style-type: none"> • type of settlement and land use, • economic activity • natural resources including, water – look at R Wey 	Look at geographical similarities and differences through the study of region - Europe Compare and contrast UK with European country – Scandinavia (Norway, Denmark & Sweden) Describe key aspects of human & physical geography	

			Public survey – needs more focus		
		Year 3	Year 4	Year 5	Year 6
Key skills to progress – To understand the world	Location knowledge	<p>Locate the world’s countries (& oceans), using maps, concentrating on their key physical and human characteristics, countries and major cities</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere</p>	<p>Name and locate counties and cities of the UK, 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</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p>	<p>Name and locate counties and cities of the UK, identifying human and physical characteristics; key topographical features (including hills, mountains and rivers) and land use patterns and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>Locate the world’s countries, using maps concentrating on key physical and human characteristics, countries and major cities</p>	<p>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 Meriden and time zones (including day and night)</p> <p>Locate the world’s countries, using maps concentrating on their environmental regions</p>
	Place knowledge	Understand geographical similarities and differences through the study of Tilford	Understand geographical similarities and differences through the study of a region of the UK – South East	Understand geographical similarities and differences through the study of a region within Europe	Understand geographical similarities and differences through the study of a region within South America
Key skills to progress - Geographical understanding	Human and physical knowledge	Describe key aspects of human geography including types of settlement and land use; and the distribution of natural resources including food, and water.	<p>Describe key aspects of physical geography – volcanoes and earthquakes.</p> <p>Describe key aspects of physical geography – water cycle – move to Y5</p> <p>Describe key aspects of human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including, food and water</p>	<p>Describe key aspects of physical geography – rivers and mountains</p> <p>Describe key aspects of 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</p>	<p>Describe key aspects of physical geography – climate zones, biomes and vegetation belts.</p> <p>Describe key aspects of 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</p>
Key skills to progress – Geographical enquiry (also see fieldwork)	Planning, gathering info, analysing	<p>Begin to ask/initiate geographical questions.</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence aided</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</p>	<p>Begin to suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p>

	Communicating in different ways	Pupils develop the use of appropriate vocabulary to communicate their findings Explore geographical issues through discussion or through drama using role play.	Pupils develop the use of appropriate vocabulary to communicate their findings	Identify and explain different views of people including themselves. Pupils use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.	Give increased detail of views, give detailed reasons influencing views and how they are justified Pupils select information and sources of evidence in their investigations and present their findings both graphically and in writing.
	Field Work	Use field work to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use field work to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use field work to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.	Use field work to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
	Measurement	Use every day standard and non-standard units occasionally E.g. A trundle wheel for metres. Count up to 100 E.g. for a traffic survey they cross number on a hundred square for each vehicle. Begin to organise recordings.	Use easy to read instruments E.g. rain gauge or metre tape. Count and record different types at the same time using a tally E.g. counting types of shops. Organise results in a spread sheet.	Select and use a range of measuring instruments in investigations. Design own census, pilot, with help, and evaluate it.	Select and use a range of measuring instruments in investigations. Design own census,
Key skills to progress – Mapping skills	Direction and location	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps
	Making and interpreting maps	<u>Lower School</u> Use maps (including digital maps), atlases and globes Draw sketch maps of places and routes that show some understanding of relative scale and direction Begin to use some conventional symbols when drawing and using some maps		<u>Upper School</u> Use maps (including digital maps), atlases and globes Use symbols and keys on maps including digital/computer and OS maps to identify features and describe places Draw sketch maps of places and routes that are acceptably accurate in terms of scale and direction and that use appropriate symbols.	
Links to school values		Growth – Children develop a variety of skills and knowledge of the world of the world becoming more aware as individuals, Compassion – Love of the environment that we live in, showing compassion and understanding of the environment. Honesty – Admit mistakes and strive to understand where things have gone wrong, both for us and for the world around us. Courage – Being brave and taking risks, taking on challenges and learning new skills and knowledge. Hope – Knowledge and understanding of the world around us. Discovering new ways to learn and having hope for ourselves in our learning. Love – Love for the world in which we live on a local, national and global scale. Develop a greater love of learning through interest in geography.			