

Grove School

A geographer at Grove

Geography is all about inspiring our children to develop a fascination with the world and the world within it. At Grove School our aim is to develop the children's substantive knowledge and disciplinary skills commencing with an understanding of their school building, Handsworth, Birmingham; contrasting localities in the West Midlands, the United Kingdom and the world coupled with first-hand experiences and fieldwork to support the children's knowledge, skills and understanding of place, space and scale.

Our pupils learn carefully chosen geographical vocabulary related to both human features (buildings, landmarks) and physical features (rivers, mountains, seas) of the world around them and learn geographical skills to enhance their location awareness and place knowledge.

A geographer at Grove will develop a real appreciation of the complexity and diversity of the world.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world (Place, space, scale)</p> <p>Autumn 1 I know the locations of the important places in my classroom.</p> <p>I know where my classroom is in relation to other important places in school</p> <p>I know where things belong in the classroom</p> <p>I know where my things belong at home</p> <p>Autumn 2 I know the locations of the important places in my playground</p> <p>I know where my playground is in relation to the other spaces in school</p> <p>I can explore how the outdoor environment changes over time</p> <p>I can say what the weather is like today</p>	<p>Projects Autumn 1 Did Rosie play with the same toys as me?</p> <p>Autumn 2 Where in the UK is our class bear?</p> <p>Spring 1 Where in the world is our class bear?</p> <p>Summer 2 Where do the animals come from? How will I find them at the zoo? (map work)</p>	<p>Projects</p> <p>Spring 1 Beans, Birmingham and beyond</p> <p>Summer 2 Oh, we do like to be beside the seaside.</p>	<p>Projects</p> <p>Autumn 1 I am a climatologist part 1 – Deserts and Rainforests</p> <p>Summer 1 Handsworth library and Baker Street: how these have changed.</p> <p>Summer 2 The Romans in Britain – what did they left us.</p>	<p>Projects</p> <p>Spring 2 Birmingham, our amazing city</p> <p>Summer 1 I am a climatologist part 2 – Tundra and Savannah</p>	<p>Projects</p> <p>Autumn 2 Our changing City</p> <p>Summer 1 On top of the world – Mountains of the world</p>	<p>Projects</p> <p>Autumn 2 Natural disasters – Causes, impact and response</p> <p>Summer 1 Rivers - Thames life</p>

<p>Spring 1</p> <p>I can look after the things in my classroom</p> <p>I can explore how the outdoor environment changes over time</p> <p>Spring 2</p> <p>I can give and follow simple directions</p> <p>I can begin to explore how spaces are the same and different</p> <p>Summer 1</p> <p>I can begin making simple connections between life here and life in other places around the world.</p> <p>What is it like to live here? What is it like to live there?</p> <p>Summer 2</p> <p>I can make observations about a new location. I can begin to describe how spaces are the same and different.</p> <p>I can describe a journey</p>						
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Geographical skills and field work skills

In **geography**, we use **field sketches** to record information when studying places both within and outside the classroom. They allow pupils to highlight and annotate the key features of the place being observed. **Field** and photo **sketches** can also be used to illustrate pupils' stories and reports.

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>See separate overview for EYFS.</p> <p>Key thematic themes based on Geographical Association's Big Ideas – Place – Space - Scale</p>	<p><i>Gather information</i></p> <p>Use basic observational skills</p>	<p><i>Gather information</i></p> <p>Use basic observational skills</p> <p>Carry out a small survey of the</p>	<p><i>Gather information</i></p> <p>Ask geographical questions</p> <p>Use a simple database to record findings from</p>	<p><i>Gather information</i></p> <p>Ask geographical questions</p> <p>Use a simple database to record findings from</p>	<p><i>Gather information</i></p> <p>Select appropriate methods for data collection such as interviews</p>	<p><i>Gather information</i></p> <p>Select appropriate methods for data collection such as interviews,</p>

	<p>Carry out a small survey of the streets around the school - Handsworth</p> <p>Draw simple features</p> <p>Ask and respond to basic geographical questions</p> <p>Ask a familiar person prepared questions</p> <p>Collect simple data e.g. using a tally survey</p> <p><i>Sketching</i> Create plans and draw simple features in their familiar environment</p> <p>Add labels onto a sketch map, map or photograph of features</p> <p><i>Audio/Visual</i></p> <p>Recognise a photo or a video as a record of what has been seen or heard</p> <p>Use a camera in the field to help to record what is see</p>	<p>Handsworth streets and Handsworth Park</p> <p>Draw simple features</p> <p>Ask and respond to basic geographical questions</p> <p>Ask a familiar person prepared questions</p> <p>Use a pro-forma to collect data e.g. tally survey</p> <p><i>Sketching</i> Create plans and draw simple features in their familiar environment</p> <p>Add labels onto a sketch map, map or photograph of features</p> <p><i>Audio/Visual</i></p> <p>Recognise a photo or a video as a record of what has been seen or heard</p> <p>Use a camera in the field to help to record what is see</p>	<p>fieldwork</p> <p>Record findings from fieldtrips</p> <p>Use appropriate terminology</p> <p><i>Sketching</i> Draw an annotated sketch from observation including descriptive / explanatory labels and indicate direction</p> <p><i>Audio/Visual</i></p> <p>Select views to photograph</p> <p>Add titles and labels giving date and location Information</p> <p>Consider how photo's provide useful evidence</p> <p>Use a camera independently</p> <p>Locate position of a photo on a map</p>	<p>fieldwork</p> <p>Record findings from fieldtrips</p> <p>Use a database to present findings</p> <p>Use appropriate terminology</p> <p><i>Sketching</i> Draw an annotated sketch from observation including descriptive / explanatory labels and indicate direction</p> <p><i>Audio/Visual</i></p> <p>Select views to photograph</p> <p>Add titles and labels giving date and location Information</p> <p>Describe how photo's provide useful evidence</p> <p>Use a camera independently</p> <p>Locate position of a photo on a map</p>	<p>Use a database to interrogate/amend information collected,</p> <p>Use graphs to display data collected</p> <p>Evaluate the quality of evidence collected and suggest improvements</p> <p><i>Sketching</i> Evaluate their sketch against set criteria and improve it</p> <p>Use sketches as evidence in an investigation.</p> <p>Annotate sketches to describe and explain geographical processes and patterns</p> <p><i>Audio/Visual</i></p> <p>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch</p> <p>Use photographic evidence in their investigations</p> <p>Evaluate the usefulness of the images</p>	<p>Use a database to interrogate/amend information collected,</p> <p>Use graphs to display data collected</p> <p>Evaluate the quality of evidence collected and suggest improvements</p> <p><i>Sketching</i> Evaluate their sketch against set criteria and improve it</p> <p>Use sketches as evidence in an investigation.</p> <p>Annotate sketches to describe and explain geographical processes and patterns</p> <p><i>Audio/Visual</i></p> <p>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch</p> <p>Use photographic evidence in their investigations</p> <p>Evaluate the usefulness of the images</p>
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Geographical map skills

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
See separate overview for EYFS.	<i>Using maps</i>	<i>Using maps</i> Follow a route on a simple map	<i>Using maps</i> Follow a route on a map with some accuracy	<i>Using maps</i> Follow a route on a large-scale map	<i>Using maps</i> Compare maps with aerial photographs	<i>Using maps</i> Follow a short route on an OS map

<p>Key thematic themes based on Geographical Association's Big Ideas – Place – Space - Scale</p>	<p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p><i>Map knowledge</i></p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate Handsworth and Birmingham</p> <p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p><i>Making maps</i></p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify features</p>	<p>Use simple compass directions (North, South, East, West)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><i>Map knowledge</i></p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p> <p><i>Making maps</i></p> <p>Draw or make a map of a real area</p> <p>Use and construct basic symbols in a key</p>	<p>Locate places using a range of maps including OS & digital</p> <p>Use 4 figure compasses directional language and letter/number co-ordinates to identify features on a map</p> <p><i>Map knowledge</i></p> <p>Locate Europe on a large -scale map or globe. Name some of the countries in Europe</p> <p>Name & locate the counties and cities of the UK</p> <p><i>Making maps</i></p> <p>Make a map of a short route with features in correct place</p> <p>Create a simple scale drawing</p> <p>Use standard symbols, and understand the importance of a key.</p>	<p>Locate places on a range of maps (variety of scales)</p> <p>Identify features on an aerial photograph, digital or computer-generated map</p> <p>Begin to use cardinal and inter-cardinal compass pints for diorectional language (N, N.E, E, S.E, S, S.W, W, N.W) and four figure grid references to identify features on a map</p> <p><i>Map knowledge</i></p> <p>Locate Europe on a large-scale map or globe. Name and locate some of the countries in Europe.</p> <p>Identify countries in focus North & South America (Tundra & Savannah)</p> <p><i>Making maps</i></p> <p>Recognise and use OS map symbols, including completion of a key and understanding why it is important</p> <p>Draw a sketch map from a high viewpoint</p>	<p>Select a map for a specific purpose</p> <p>Begin to use atlases to find out other information – exploring data.</p> <p>Find and recognise places on maps of different scales</p> <p>Use cardinal and inter-cardinal compass pints for diorectional language (N, N.E, E, S.E, S, S.W, W, N.W) begin to use 6 figure grid references.</p> <p><i>Map knowledge</i></p> <p>Name and locate countries in Europe (including Russia) and their capitals cities</p> <p>Locate the world's countries, when focusing on mountain ranges across the world.</p> <p>Identify the position and significance of lines of longitude & latitudes</p> <p><i>Making maps</i></p> <p>Draw a variety of thematic maps based on their own data</p> <p>Draw a sketch map using symbols and a key,</p> <p>Use and recognise OS map symbols regularly</p>	<p>Describe the features shown on an OS map</p> <p>Begin to use atlases to find out other information – exploring data.</p> <p>Use cardinal and inter-cardinal compass pints for diorectional language (N, N.E, E, S.E, S, S.W, W, N.W) begin to use 6 figure grid references accurately</p> <p>Use lines of longitude and latitude on maps</p> <p><i>Map knowledge</i></p> <p>Through their study of natural disasters locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages</p> <p><i>Making maps</i></p> <p>Draw sketch maps and plans of increasing complexity</p> <p>Use and recognise OS map symbols regularly</p> <p>Begin to use and recognise atlas symbols</p>
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Location knowledge

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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<p>See separate overview for EYFS.</p> <p>Key thematic themes based on Geographical Association's Big Ideas – Place – Space - Scale</p>	<p>Locate Handsworth on. A map of Birmingham, Birmingham on a map of the UK. Locate London on a map.</p> <p>Locate the countries children in our class have family living in on a world map.</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on Europe</p> <p>Name and locate counties and cities of the United Kingdom</p>	<p>Name and locate counties and cities of the United Kingdom, their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Locate some countries in North and South America.</p>	<p>Locate the world's countries, using maps in Europe and North and South America, Africa and Asia during their focus on Mountain ranges of the world. Explore environments, key physical and human characteristics, countries, and major cities.</p>	<p>Locate the world's countries, using maps in Europe and North and South America, Africa and Asia during their focus on Natural disasters</p> <p>Explore environmental impact 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 Meridian and time zones (including day and night)</p>
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Place knowledge - understand similarities and differences through

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>See separate overview for EYFS.</p> <p>Key thematic themes based on Geographical Association's Big Ideas – Place – Space - Scale</p>	<p>Exploring and describing the human and physical geography between their school building and Handsworth Park</p>	<p>studying the human and physical geography of a small area within the UK – Handsworth and Weston Super Mare</p>	<p>studying the human and physical geography of a small area of the UK, and a contrasting non-European country (UK and Brazil; UK and Saudi Arabia)</p>	<p>studying the human and physical geography of a small area of the UK, and a contrasting non-European country (UK and USA – Inuit, UK and Argentina – Savanna)</p>	<p>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 (Mountain ranges – Alps, Pyrenees, Andes, Himalayas)</p>	<p>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 (Natural Disasters)</p>

Grove School geography

Human and physical geography – describe and understand key aspects of...

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>See separate overview for EYFS.</p> <p>Key thematic themes based on Geographical Association's Big Ideas – Place – Space - Scale</p>	<p>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</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to key physical features, including: sea, ocean, river, valley, vegetation, soil, season and weather use basic geographical vocabulary to refer to key human features, inc. city, town, factory, farm, house, office, shop 	<p>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</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, hill, sea, ocean,</p> <p>use basic geographical vocabulary to refer to key human features, inc. city, town, village, factory, house, port, harbour, shop</p>	<p>Climate zones, biomes (Desert and rainforest) and vegetation belts</p> <p>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>Climate zones (tundra & savanna)</p> <p>Types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Mountains ranges around the world</p> <p>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>Rivers (including water cycle)</p> <p>Hurricanes/Typhoons, earthquakes, volcanic eruptions, wildfires and the water cycle.</p> <p>Types of settlement and land use, economic activity including trade links. (River Thames – London)</p>