



## Cranborne

Church of England  
First School and Nursery

*Love, Learn, Fly*

Do Everything in Love 1 Corinthians 16:14

## Geography at Cranborne First School and Nursery

At Cranborne First School, our intent is to produce a high-quality geography education that inspires pupils' curiosity and fascination about the world and its people, which will remain with them for the rest of their lives. We want our children to identify how countries develop a rich economy and to identify global trends. Our units encourage children to learn about countries, their origin and culture. Teaching equips pupils with 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. As pupils progress, their growing knowledge about the world should enable them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

### Curriculum Drivers

	In all subjects...	In geography, this looks like...
<b>Curiosity</b>	Curiosity is an eagerness to learn or know and being confident in asking questions and researching. This approach to learning enables inquisitive thinking such as exploration, investigation and learning and nurtures future problem solvers.	Careful sequential planning of the curriculum so that every child is equipped with knowledge and skills vocabulary needed to embrace geography and to prepare them for the next stage in learning.  Provide inclusive and aspirational environments and learning experiences (field work, visitors and visits) where pupils thrive and build the cultural capital, they need to make aspirational choices about their own futures, overcoming any barriers.
<b>Communication</b>	We believe that language is the tool that unlocks opportunities and enables children to share ideas effectively. We want our children to speak with clarity, confidence and eloquence, connecting the words they know (vocabulary)	Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary. Careful planning of the key words for every unit of learning is made so that children are able to speak accurately using subject specific language.

	<p>with what they know (knowledge) therefore becoming effective communicators. We know that vocabulary development and the ability to read fluently are key to life-long success and this is our intent for every child.</p>	<p>Providing children opportunities to develop their understanding through discussion and talk techniques. Giving opportunities to children to discuss, voice their own opinions and even challenge others during a debate in a safe environment.</p>
<b>Resilience</b>	<p>Resilience means having the skills and resources to deal with challenges and barriers. Resilience is a measure of how much you want something and how much you are willing and able, to overcome obstacles to get it. Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'.</p>	<p>Metacognitive tasks or questions at the end of a lesson allow children to review, reflect and evaluate their independent study skills in Geography.</p> <p>Children be taught to read maps and use atlases to build self-reliance. Explicitly teach children understand <b>how to</b> get through challenging times, recognise that failure is part of success. Map reading, orienteering, learning how to look after themselves with lots of practical and experimental learning in class and in fieldwork is part of the geography programme.</p> <p>Ensure that lesson design gives children opportunities to be curious, to be unsure, but give something a try and find the answers themselves or with others. Being able to offer others support is kind and of huge value (in learning and for life) and being able to ask for support in the right way is really important (in learning and for life).</p> <p>Resilient thinkers plan for the future. In units on sustainability, it is explicitly taught so that children know how they and their families can have an impact. For example, you may not be able to control climate change, but you can recycle, make eco choices, avoid wasting energy and turn off lights and taps when necessary, so you can do your bit to help.</p>
<b>Independence</b>	<p>Independence is the ability to live your life to the full, confidently and to be self-sufficient. We aim to promote our children's independence and develop a commitment to learning and self-improvement, both inside and outside of the school environment. We will give our children opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise. We will nurture our children's awareness that actions have consequences and to make</p>	<p>Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. Encouraging pupil talk, listening to children's responses and valuing what they say all helps develop children feeling confident in expressing their viewpoint.</p> <p>In all classrooms, maps are displayed and referred to often supporting children to build their own sense of place. Map and atlas reading skills are regular experiences, children get better and more proficient in these skills as they move through the school. This allows them to understand the</p>

	choices based on this awareness, understanding that they have ownership of their actions.	<p>knowledge they are gaining and understand the significance of what they are learning.</p> <p>Children build a sense of place and are inspired and motivated to find out more.</p>
<b>Aspiration</b>	Aspiration is the hope, desire or ambition to strive to achieve something. To be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.	<p>Children take part in field work. This allows them to practise skills such as map work whilst thinking about things that we appreciate in our local area.</p> <p>We provide first hand opportunities such as visits to the beach and rivers to bring their learning to life and give the children the chance to build narratives with places, building their connection to our beautiful planet.</p> <p>Finding out about our inspiring planet leaves our children with an abiding desire to learn more about the weather, geographical features, counties, boroughs, villages, towns, cities, counties and continents of the wider world as they grow older.</p>

	<b>EYFS</b>	<b>Year 1 &amp; 2</b>	<b>Year 3 &amp; 4</b>
<b>Cycle 1</b>	<p>Focus on me and my local area</p> <p>Fire-map outline of the school</p> <p>Where do I live?</p> <p>Positional Language and Maps</p> <p>Role play shops and businesses</p>	<p><b>Autumn Term</b></p> <p><b>1) What's the geography of where I live like?</b></p> <p>Focus on the school grounds and centre of village</p> <p>Fieldwork and observational skills</p> <p>Key human and physical features of our surrounding environment</p> <p>Devise maps and interpret <i>maps with keys</i></p> <p>Use compass directions and locational and directional language</p>	<p><b>Autumn Term</b></p> <p><b>2) How and why is my local environment changing?</b></p> <p>Megacities unit for population of cities around UK</p> <p>Land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Fieldwork</li> <li>• use the eight points of a compass, four figure grid references, symbols and key including the use of</li> </ul>

	<p><b>Spring Term</b>  <b>2) How does weather affect our lives?</b>  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"> <li>• Use maps and aerial photographs, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul> <p><b>Summer Term</b>  <b>3) Beside the seaside (study of local beach)</b>  Human and Physical Features: KS1 vocabulary list  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],</p> <ul style="list-style-type: none"> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• Devise a simple map; and use and construct basic symbols in a key</li> </ul>	<p>Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <li>• 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 digital technologies.</li> </ul> <p><b>Spring Term</b>  <b>2) Western Europe comparison study with France (Paris and London)</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia)</li> <li>• 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.</li> <li>• Physical geography, including: climate zones (temperate)</li> <li>• Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,</li> </ul> <p><b>Summer Term</b>  <b>3) Biomes Climate Zones -Why are jungles so wet and deserts so dry?</b>  Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <ul style="list-style-type: none"> <li>• Locate the world's countries, with a focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• Physical geography, including: climate zones, biomes and vegetation belts,</li> <li>• Human geography, including: types of settlement and land use and the distribution of natural resources</li> </ul>
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<p><b>Cycle 2</b></p>		<p><b>Autumn Term</b>  <b>1) UK and its countries</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries</li> </ul> <p><b>Spring Term</b>  <b>2) Where in the world... 7 continents and 5 oceans</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</li> <li>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles-Use maps and aerial photographs</li> </ul> <p><b>Summer Term</b>  <b>3) How does the geography of Kampong Ayer compare with the geography of where I live?</b>  Kampong Ayer is a small diverse community in the country of Brunei, on the Island of Borneo, South East Asia  (Non-European comparison study)</p> <ul style="list-style-type: none"> <li>Seven continents and five oceans</li> <li>Human and physical features</li> </ul>	<p><b>Autumn Term</b>  <b>1) Earthquakes</b>  Physical geography, including: climate zones, volcanoes and earthquakes,  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  <b>Also drawing in Collins Weatherly unit on</b> why do some earthquakes do more damage than others?</p> <p><b>Spring Term</b>  <b>2) South West: Counties and cities</b>  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)</p> <p><b>Summer term</b>  <b>3) What is the Sunshine State really like?</b>  Florida Unit  Locate the world's countries, with a focus on North America, Cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (GIS) to locate countries and describe features studied</li> <li>Interpretation of fieldwork, including graphs and data. Physical geography, including: peninsulas, climate zones, e.g. Tropics of Cancer and Capricorn and vegetation belts</li> <li>Climate and location and how the region is impacted by Hurricanes</li> </ul>

## Substantive Concepts – these are the concepts that give a subject substance or content

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key substantive concepts that children will repeatedly revisit throughout their time at Cranborne. Our substantive concepts are:

	Place and Locational Knowledge		Human and Physical Geographical Knowledge		
	UK	The World	Climate	Natural Features	Human Features
<b>EYFS</b>	Local area Countries, Seas and Capitals	Countries, Seas and Capitals	Weather	Our school environment Cranborne	Houses
<b>KS1</b>	Local Area Countries, Seas and Capitals	Continents and Oceans Features of Non-European country Hot and Cold places	Weather	Coasts Island Rivers Valleys	Countries (political) Buildings – houses, schools, farms, roads cities, villages ports, bridges & other landmarks
<b>LKS2</b>	Local Area Counties, rivers, major cities	European countries North and South American countries Longitude and Latitude	Weather and Climate	Earthquakes Hurricanes Volcanoes Peninsula Valleys Rivers Mountains & ranges	Settlements Landmarks

## Second Order Concepts – Shape the Enquiry

<b>Environment</b>	<b>Location</b>	<b>Scale</b>	<b>Distribution</b>	<b>Processes</b>
The surroundings of a place in which a person, animal or plant lives and interacts.	The precise site, position, or situation of a place.	The size or extent of the area of the place e.g. local, regional, national, international, or global.	The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface.	The natural or human events and actions occurring in a place that maintain equilibrium or cause change.

<p><b>Change</b> The alteration or modification of places over time as a result of natural and/or human processes.</p>	<p><b>Interaction</b> How the physical and human elements of a place affect or impact each other and other places. Interaction occurs both within and between the physical and human features of a place and other places.</p>	<p><b>Interdependence</b> The degree to which what happens in one place impacts positively or negatively on what happens in another.</p>	<p><b>Sustainability</b> The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is maintained and biodiversity enhanced.</p>	<p><b>Diversity</b> The variety and distinctiveness of the physical and cultural composition of the society of a place.</p>
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**Disciplinary Knowledge: knowing how geographers establish knowledge through geographical enquiry**

Outcome	Exemplification	
<b>Recognise</b>	Name and point out who or what something is e.g. a tree in the school grounds or a beach.	<b>KS1</b>
<b>Identify</b>	Distinguish something or someone from others that may be similar e.g. oak trees from other trees in a wood or a castle from the buildings that surround it.	
<b>Describe</b>	'Say what you see'. Give an account in words of something or someone e.g. an erupting volcano or why some animals live where they do.	
<b>Observe</b>	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others e.g. that some places along a coast are being eroded by the sea faster than others.	
<b>Select</b>	Decide upon and choose that information considered most suitable or relevant to answer a question e.g. the three most significant factors about why houses in Kampong Ayer are built on stilts.	
<b>Categorise/Classify</b>	Arrange information into groups according to shared qualities or characteristics e.g. creating two sets of the potential advantages and disadvantages of buying local food.	
<b>Compare and contrast</b>	Find similarities and differences e.g. between the geography of the local area of the pupil's school and that of the immediate environment surrounding a similar sized school in Kampong Ayer	

<b>Recall</b>	Remember and recount something learned or experienced e.g. what is the main geography of the local area: farming / fields with some retail and small businesses.	
<b>Explain</b>	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g. why competing demands make protecting turtle nesting grounds in Florida a complex task.	
<b>Empathise</b>	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g. why people choose to live in megacities	
<b>Informed conclusion</b>	A knowledgeable summing up of the main points or issues about something e.g. why there are increasing numbers of wind and solar farms to be seen in Britain	
<b>Reasoned judgement</b>	A personal view or opinion about something supported by factual evidence e.g. an argument for banning all single use plastic	
<b>Justify</b>	Give reasons to show or prove what you feel to be right or reasonable e.g. why or what should be done to reduce virtual water use by people in the UK.	
<b>Reason/speculate</b>	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition, guessing e.g. why earthquakes are generally more hazardous to people around the world than volcanoes.	<b>LKS2</b>
<b>Summarise</b>	Outline or sum up briefly the main points about something e.g. how fairtrade works	

### Progression of Substantive Concepts

<b>Substantive</b>	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>
<p><b>Location</b> The precise site, position, or situation of a place.</p> <p><b>Scale</b> The size or extent of the area of the place e.g. local, regional, national, international, or global.</p>	<ul style="list-style-type: none"> <li>I know the name of the town where I live</li> <li>I know the names of some other places in the UK and some other countries in the world</li> </ul>	<ul style="list-style-type: none"> <li>I name, locate and identify characteristics of the four countries in the UK</li> <li>I name and locate the and capital cities of the United Kingdom</li> <li>I name and locate the surrounding seas of the UK on a map</li> </ul>	<ul style="list-style-type: none"> <li>I locate major cities in the UK on a map</li> <li>I locate major UK rivers on a map</li> <li>I locate and describe where in the UK I live</li> <li>I can name nearby counties to Dorset</li> <li>I can name and locate on a map the south coast, including The Isle of Wight and Weymouth Bay, leading up to</li> </ul>

		<ul style="list-style-type: none"> <li>I name and locate the village, nearest town and county that I live in on a map.</li> </ul>	North East Dorset where I can locate the approximate location of Cranborne.
	<ul style="list-style-type: none"> <li>I know the name of the country I live in and other countries that are important to me</li> </ul>	<ul style="list-style-type: none"> <li>I name and locate the seven continents and five oceans on a globe or atlas.</li> </ul>	<ul style="list-style-type: none"> <li>I locate countries in Europe</li> <li>I locate countries in North and South America</li> <li>Use the words continent, country, state and city correctly to describe the scale of a location.</li> <li>I can identify the lines of latitude on a world map.</li> <li>I can name and locate the position of the prime / Greenwich meridian on a world map.</li> </ul>
<p><b>Environment</b> The surroundings of a place in which a person, animal or plant lives and interacts.</p> <p><b>Distribution</b> The pattern or arrangement of the physical (mostly natural) and human features of a place across its surface</p> <p><b>Diversity</b> The variety and distinctiveness of the physical and cultural composition of the society of a place.</p>	<ul style="list-style-type: none"> <li>I talk about similarities and differences about where I live and other places I have been or seen</li> <li>I know the name of the place where I live and some of the key features and landmarks</li> <li>I talk about similarities and differences between different religious and cultural communities in this country</li> <li>I talk about the lives of the people around them and their roles in society;</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe the physical and human geography of my local area.</li> <li>I can describe the physical and human geography of a distant place.</li> <li>I can identify and describe the geographical similarities and differences in human and physical features in U.K. and non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise physical and human features of a range of environments (volcanoes, earthquake zones, rivers, climate zone and biomes)</li> <li>I explain how natural disasters cause environmental change</li> <li>I explain how land use and development can cause/prevent flooding</li> <li>I understand the impact of deforestation on the rainforest</li> <li>I explain how different organisations work to protect rainforests /conserve water</li> <li>I recognise how settlement can change how land is used</li> </ul>

## Human and Physical Geography

<p><b>Processes</b> The natural or human events and actions occurring in a place that maintain equilibrium or cause change.</p> <p><b>Change</b> The alteration or modification of places over time as a result of natural and/or human processes.</p> <p><b>Interaction</b> How the physical and human elements of a place affect or impact each other and other places. Interaction occurs both within and between the physical and human features of a place and other places.</p> <p><b>Interdependence</b> The degree to which what happens in one place impacts positively or negatively on what happens in another</p> <p><b>Sustainability</b> The extent to which a place can balance meeting the needs of its people with ensuring an ecological equilibrium is</p>	<b>Physical Themes</b>		
	<ul style="list-style-type: none"> <li>• I talk about the weather and how I can keep myself warm or cool</li> <li>• I use geographical vocabulary such as town, hill, house and road.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name the four seasons</li> <li>• I can identify and describe seasonal weather patterns in the UK.</li> <li>• I can name and describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</li> <li>• I can recognise and describe a natural environment and describe it using key vocabulary (listed on each unit)</li> </ul>	<ul style="list-style-type: none"> <li>• I can find tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</li> <li>• I use simple geographical vocabulary to describe significant physical features (rivers, hills, cities, towns etc.)</li> <li>• I explain how a place has changed and suggest how it might change in the future</li> <li>• I can describe the water cycle in sequence, using appropriate vocabulary.</li> </ul>
	<b>Human Themes</b>		
	<ul style="list-style-type: none"> <li>• I talk about the weather and how I can keep myself warm or cool</li> <li>• I use geographical vocabulary such as town, hill, house and road.</li> </ul>	<ul style="list-style-type: none"> <li>• I use basic geographical vocabulary when identifying human features (listed on each unit)</li> <li>• Begin to learn sustainability, locally sourced food, and what it means to be environmentally friendly.</li> </ul>	<ul style="list-style-type: none"> <li>• I identify and sequence a range of settlement sizes from a village to a city.</li> <li>• I describe the characteristics of settlements with different functions, e.g. coastal towns.</li> <li>• I use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.</li> <li>• I understand the potential impact that a range of factors can have on quality of life.</li> <li>• Develop the understanding of key concepts such as climate, economic activity, environmental management, government influence and sustainability and make judgements about the interaction between people and the environment, e.g. through the study of leisure and tourism.</li> </ul>

maintained and biodiversity (the variety of living things) enhanced.			
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**Geographical Skills and Fieldwork**

<p><b>Map and Atlas Work</b></p> <p><b>Fieldwork and Investigation</b></p>	<ul style="list-style-type: none"> <li>• I look closely at and can describe some similarities, differences, patterns and changes</li> <li>• I know that an atlas contains maps and that a globe shows the countries of the world</li> <li>• I use simple directional and positional language</li> <li>• I recognise some famous or familiar landmarks in photographs</li> </ul>	<ul style="list-style-type: none"> <li>• I use maps, atlases and globes to locate the U.K and its countries</li> <li>• I locate countries, continents and oceans using geographical resources</li> <li>• I create a simple map</li> <li>• I use simple compass directions (N, S, E, W) and locational directions (Near and Far, Left and Right) to describe a location and routes on a map</li> <li>• I use aerial photographs to identify landmarks and basic human and physical features</li> <li>• I construct basic symbols in a key for a map</li> <li>• I use a basic key to locate and draw symbols on a map</li> <li>• I record data in simple fieldwork to study the human and physical features of my local area</li> <li>• I use my observational skills to communicate and record the human and physical features of my locality</li> </ul>	<ul style="list-style-type: none"> <li>• I identify what a place is like? What and who will I see in this place? Why are these people here and what are they doing?</li> <li>• I find out about places and the features of those places by either going to that place or looking at information sources</li> <li>• I use sentences, pictures, bar charts, Venn diagrams, pictograms and tables to help me describe places</li> <li>• I describe different points of view on an environmental issue affecting a locality</li> <li>• I use vocabulary related to human and physical features</li> <li>• I make field sketches and /or digital images</li> <li>• I use atlases, maps and globes and identify the equator, hemispheres and Tropics to research a location</li> <li>• I use aerial photos and a range of other sources to observe features</li> <li>• I draw a plan or map using 4 figure grid references, keys and symbols and begin to recognise scale</li> <li>• I use Google Earth to identify local features</li> <li>• I discuss and present opinions about environmental issues using a range of evidence</li> </ul>
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