

# Geography Curriculum



*Joyful & Equipped to Succeed & Serve*



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## Vision & Intent

### Vision

Our school vision for pupils is for them to be *Joyful & Equipped to Succeed & Serve*. Teaching and learning in Geography plays a part in that vision.

### Intent

Our intent for the Geography curriculum to inspire our pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The teaching of this subject will equip our pupils with knowledge about diverse places, people, resources and natural and human environments together with a greater understanding of the Earth's key physical and human processes and to encourage the children to show their respect for their local, national and international environment.

### Implementation

Learning of Geography starts in EYFS and progression is mapped out throughout the school to Y6. Learning is mainly through themes covering the statutory requirements of the National Curriculum. Being located in an outstanding geographical location we use our school grounds and local environment to develop geographical skills and knowledge as much as possible with regular outings and field work. However, we have recognised that the children may have limited experience of urban environments and in KS1 we look closely at large cities. And further develop a sense of both place and location through studying contrasting environments. Through revisiting and consolidating skills, children build on prior knowledge while developing new skills and solving different challenges. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and field work.

### Impact

Children will develop a curiosity and consequently an understanding of our world. They will realise that they can have an impact on their environment both locally and globally.

## KS1 Long Term Plan

### Autumn Term

#### Where do I live?

- Maps around the school
- What is special about Dent?
- What are the main landmarks and physical features?
- Where is Dent in relation to UK?
- What are the capital cities in the UK? What are they like?
- What are the main landmarks?
- Are they like Dent?
- What are the human and what are the physical features?

### Spring Term

#### Hot and cold places

- Where are they?
- Why?
- What do they look like?
- Who lives there?
- What is the landscape like?
- How do people and animals adapt and survive?

### Summer Term

#### Kenya and Safari/Making maps

- Where is Kenya?
- What is the weather like?
- Where do people live?
- Is it different to Dent? How?
- Is it the same as Dent? How?
- Can we map a journey?
- What does Dent look like from above?
- Can we find things on a map?
- How do we recognise things/ find things on a map?
- What can help us give directions?

#### **On-going: Weather recorded daily looking for patterns and changes**

Record on class weather chart

Look at digital weather forecast for temperature

Notice trends in weather and temperature

#### **On-going seasonal changes discussed as and when**

Go on outdoor seasonal walk and scavenger hunt,

finding evidence of different seasons

## Key Stage 2 Long Term Plan

	Autumn Term	Spring Term	Summer Term
Year A	Map reading and orienteering	<b>District Study of Settlement</b> Link to Scandinavia and old map investigation Link to history and Early Settlement	Scandinavia
Year B	<b>Rainforest &amp; Water Cycle</b> South America	<b>Extreme Earthquakes and Volcanoes</b> Italy	<b>Mapping the Local Area</b> including contours
Year C	River Dee/Lune		<b>Our Earth</b> <b>Map Reading</b> UK Regions and our place in the world
Year D	<b>Mountains</b> Volcanoes and Earthquakes	<b>The Grand Canyon</b> North America	

National Curriculum Coverage KS2

Year A

Map Reading and Orienteering

1

The District Study of Settlement

2

Scandinavia

3

[Link to Scandinavia and old map investigation](#)

[Link to History and early settlement](#)

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America

1,2,3

Look at (above) environmental regions, key physical and human characteristics, countries and major cities

1,2,3

Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time

1

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night)

1

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country, describe and understand key aspects of physical geography

3

Climate zones, biomes

1,3

National Curriculum Coverage KS2

Year A

Map Reading and Orienteering

1

The District Study of Settlement

2

Scandinavia

3

[Link to Scandinavia and old map investigation](#)

[Link to History and early settlement](#)

Describe and understand 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

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

1,3

Use the eight points of a compass, four and six-figure grid references, symbols and keys (including OS maps) to build their knowledge of the UK and wider world

1,3

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

1,3

Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

3

National Curriculum Coverage KS2

Year B

Rainforest & Water cycles

Extreme Earthquakes and Volcanoes

Mapping the local area

South America

Italy

including Contours

1

2

3

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America

1,2,3

Look at (above) environmental regions, key physical and human characteristics, countries and major cities

1,2,3

Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time

3

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night)

1

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country, describe and understand key aspects of physical geography

2

Climate zones, biomes, Earthquakes and Volcanoes

1,2

National Curriculum Coverage KS2

Year B

Rainforest & Water cycles

Extreme Earthquakes and Volcanoes

Mapping the local area

South America

Italy

Including contours

1

2

3

Describe and understand 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

1,2,3

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

1,2,3

Use the eight points of a compass, four and six-figure grid references, symbols and keys (including OS maps) to build their knowledge of the UK and wider world

3

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

3

Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

1



National Curriculum Coverage KS2

Year C

River Dee/Lune

1

Our Earth, map reading

Uk regions and place in the world

3

2

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America

3

Look at (above) environmental regions, key physical and human characteristics, countries and major cities

3

Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time

1,3

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night)

3

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country, describe and understand key aspects of physical geography

1

Rivers, water cycle, Climate zones, Biomes

1,3

National Curriculum Coverage KS2

Year C

River Dee/Lune

1

Our Earth, map reading

UK regions and place in the world

3

2

Describe and understand 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

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

1,3

Use the eight points of a compass, four and six-figure grid references, symbols and keys (including OS maps) to build their knowledge of the UK and wider world

1,3

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

1

Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

National Curriculum Coverage KS2

Year D

Mountains  
Including Volcanoes and Earthquakes

1

The Grand Canyon  
North America

2

3

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America

1,2

Look at (above) environmental regions, key physical and human characteristics, countries and major cities

1,2

Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time

1

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night)

2

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a European country, describe and understand key aspects of physical geography

Rivers, Climate Zones, Biomes, Vegetation belts

2

National Curriculum Coverage KS2

Year D

Mountains  
Including Volcanoes and Earthquakes  
1

The Grand Canyon  
North America  
2

3

Describe and understand 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

2

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

2

Use the eight points of a compass, four and six-figure grid references, symbols and keys (including OS maps) to build their knowledge of the UK and wider world

Use fieldwork to observe, measure, record and present the human and physical features in the local area using digital methods

3

Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

Curriculum Map: Geography			Dent Church of England Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
<b>Geographical Enquiry</b>	<ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, pictures/photos and internet as sources of information.</li> <li>Investigate their surroundings</li> <li>Make appropriate observations about why things happen.</li> <li>Make simple comparisons between features of different places.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions and offer their own ideas.</li> <li>Extend to satellite images, aerial photographs ☒ Investigate places and themes at more than one scale</li> <li>Collect and record evidence with some aid</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/ pictures/ maps</li> </ul>	<ul style="list-style-type: none"> <li>Begin to suggest questions for investigating</li> <li>Begin to use primary and secondary sources of evidence in their investigations.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places</li> <li>Collect and record evidence unaided</li> <li>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life</li> </ul>
<b>Interpretation of Photographs</b>	<ul style="list-style-type: none"> <li>Gather information from ground shot, low level oblique and vertical aerial photos</li> </ul>	<ul style="list-style-type: none"> <li>Gather information from ground shot, low level oblique and vertical aerial photos in conjunction with maps to recognise, identify, describe and begin to explain</li> </ul>	
<b>Use of Maps</b>	<ul style="list-style-type: none"> <li>Handle a range of map types including simple maps, large scale street maps, atlases and globes</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of               <ul style="list-style-type: none"> <li>maps &amp; plans of different scales and types</li> <li>OS map especially 1:10000</li> <li>Use contents keys and grid references in atlases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Compare and cross reference maps of different scale</li> <li>1:1250 to 1:50000</li> <li>Use index of atlases</li> <li>Begin to use longitude and latitude to locate places</li> </ul>

Curriculum Map: Geography			Dent Church of England Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
<b>Map Reading</b>	<ul style="list-style-type: none"> <li>Follow a simple route on a map or plan and recognise /identify features</li> <li>Use letter &amp; number coordinates</li> </ul>	<ul style="list-style-type: none"> <li>Make &amp; use simple routes on maps</li> <li>Use thematic maps and describe simple patterns</li> <li>Use keys on OS maps to locate areas and features</li> <li>Use 4 figure grid references</li> <li>Appreciate scale</li> <li>Use scale bars to calculate distance</li> </ul>	<ul style="list-style-type: none"> <li>Follow routes on maps-describing &amp; explaining what would be seen eg. On small scale OS maps, including relief</li> <li>Interpret describe &amp; explain distributions on thematic maps</li> <li>Use 4 &amp; 6 fig grid references – understand the importance of accuracy</li> <li>Interpret shading and contours to explain the relief of the landscape</li> <li>Use the scale bar on all maps explored, measure distance &amp; areas</li> </ul>
<b>Cross Curricular Maths NC</b>		<ul style="list-style-type: none"> <li>Use 4 figure grid references</li> <li>Describe positions on a 2-D grid as coordinates in the first quadrant Y4</li> <li>They read, write and use pairs of coordinates, for example (2, 5) Y4</li> </ul>	<ul style="list-style-type: none"> <li>Describe positions on the full coordinate grid (all four quadrants) Y6</li> </ul>

Curriculum Map: Geography			Dent Church of England Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
<b>Map Making</b>	<ul style="list-style-type: none"> <li>Use and interpret pictorial maps – real and imaginary</li> <li>Begin to draw two dimensional maps</li> <li>Draw plans &amp; maps with non- conventional symbols</li> <li>Begin to place features on in the correct order</li> </ul>	<ul style="list-style-type: none"> <li>Make plans &amp; maps with symbols &amp; keys</li> <li>Make maps locating places correctly</li> <li>Use symbols (both conventional &amp; non-conventional)</li> <li>Begin to create scaled maps</li> </ul>	<ul style="list-style-type: none"> <li>Draw simple labelled annotated sketch maps</li> <li>Begin to draw thematic maps (land use, climatic zones, biomes, population densities etc)</li> <li>Know &amp; use agreed OS symbols, shading &amp; lettering</li> <li>Construct scaled maps</li> </ul>
<b>Direction</b>	<ul style="list-style-type: none"> <li>Left &amp; right</li> <li>Use simple compass directions N S E W</li> </ul>	<ul style="list-style-type: none"> <li>8 points of the compass</li> </ul>	
<b>C-Curricular Maths NC</b>	<ul style="list-style-type: none"> <li>“use mathematical vocabulary to describe position, direction and movement, including movement in a straight line” Y2</li> </ul>		
<b>Skills/tech Fieldwork</b>	<ul style="list-style-type: none"> <li>Use simple field sketches, diagrams &amp; observational drawing</li> <li>Record information on simple maps &amp; plans</li> </ul>	<ul style="list-style-type: none"> <li>Detailed field sketches &amp; drawings</li> <li>Record information on maps, plans &amp; diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Collect statistics</li> <li>Analyse statistics &amp; draw conclusions</li> </ul>
<b>Instruments Fieldwork</b>	<ul style="list-style-type: none"> <li>Cameras</li> <li>iPads – photos &amp; video</li> </ul>	<ul style="list-style-type: none"> <li>weather recording instruments, rain gauge</li> <li>compass</li> <li>camera</li> <li>iPad</li> </ul>	

Curriculum Map: Geography			Dent Church of England Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
<b>Observation, Collecting and Recording of Evidence</b>	<ul style="list-style-type: none"> <li>Observe &amp; record eg. Identify buildings in a street &amp; make a chart</li> <li>Make sketches &amp; diagrams</li> <li>Make memory maps</li> </ul>	Collect & record evidence through <ul style="list-style-type: none"> <li>field sketches</li> <li>brainstorming words about a place</li> <li>sketch maps</li> <li>constructing questionnaires</li> <li>recording results in charts, colour coded maps</li> </ul>	Collect & record evidence through <ul style="list-style-type: none"> <li>surveys, eg land use &amp; categorising or</li> <li>recording measurements eg. Width of a stream</li> <li>present results on graphs &amp; charts</li> </ul>
<b>Maths NC</b>	<ul style="list-style-type: none"> <li>Tally charts Y1</li> <li>Block diagrams Y2</li> <li>Simple tables Y1</li> <li>Pictograms Y2</li> </ul>	<ul style="list-style-type: none"> <li>Bar charts Y3</li> <li>More complex tables Y3</li> <li>Time graphs and other graphs Y4</li> <li>Use discrete data and continuous data y4</li> </ul>	<ul style="list-style-type: none"> <li>Complete &amp; interpret tables, including timetables Y5</li> <li>Calculate mode and range Y5</li> </ul>



Curriculum Map: Geography			Dent Church of England Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
<b>Geographic Communication</b>	<p>Use</p> <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Maps</li> <li>• Talk</li> <li>• Writing</li> <li>• Diagrams</li> </ul>	<p>Communicate knowledge <b>&amp; opinions</b> in appropriate ways</p> <ul style="list-style-type: none"> <li>• newspaper articles</li> <li>• posters</li> <li>• poetry</li> <li>• description etc</li> </ul>	<p>Communicate knowledge <b>&amp; opinions</b> in appropriate ways</p> <ul style="list-style-type: none"> <li>• Persuasive writing</li> <li>• Email with another school</li> </ul>
<b>ICT</b>	<p>To electronic maps add</p> <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Labels</li> <li>• Captions</li> <li>• Lists</li> </ul> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<ul style="list-style-type: none"> <li>• Label &amp; annotate electronic maps</li> <li>• Use measuring tools on electronic maps</li> <li>• Analysis field work charts &amp; graphs</li> <li>• Internet research &amp; presentation of data</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, <b>including collecting, analysing, evaluating and presenting data and information</b></li> </ul>	<p>Use a range of electronic maps &amp; plans to</p> <ul style="list-style-type: none"> <li>• Gather evidence &amp; information</li> <li>• Display evidence &amp; information</li> <li>• Analyse field work data, charts</li> <li>• Collection of data</li> <li>• Email another school</li> <li>• Internet research &amp; presentation of data</li> <li>• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, <b>including collecting, analysing, evaluating and presenting data and information</b></li> </ul>

Curriculum Map: Geography			Dent Church of England Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
Place Knowledge of	<p>Understand geographical similarities and differences through studying the human and physical geography of</p> <ul style="list-style-type: none"> <li>• <b>Dent</b> a small area of the United Kingdom, <i>our local environment</i></li> <li>• and of a small area in a contrasting <b>non-European</b> country</li> </ul>	<p>Understand geographical similarities and differences through the study of human and physical geography of</p> <ul style="list-style-type: none"> <li>• a region of the United Kingdom, <i>The Yorkshire Dales and River Dee??</i></li> <li>• a region in a European country, <i>Italy</i></li> <li>• a region within North or South America <i>Tropical rain forests, Amazon rain Forest, Amazon basin</i></li> </ul>	<p>Understand geographical similarities and differences through the study of human and physical geography of</p> <ul style="list-style-type: none"> <li>• a region of the United Kingdom, <i>The Yorkshire Dales and River Dee??</i></li> <li>• a region in a European country, <i>Italy</i></li> <li>• a region within North or South America <i>Tropical rain forests, Amazon rain Forest, Amazon basin</i></li> </ul>
Location Knowledge of	<ul style="list-style-type: none"> <li>• Name and locate the world's <b>seven continents and five oceans</b></li> <li>• Name, locate and identify characteristics of the <b>four countries and capital cities of the United Kingdom</b> and its surrounding seas</li> <li>• <b>weather and climate</b> around the world</li> <li>• <i>Hot and cold places</i></li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• name <b>and locate counties and cities of the United Kingdom</b>, 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</li> <li>• identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,</b></li> </ul>	<ul style="list-style-type: none"> <li>• Locate the geographical zones of the world &amp; understand the significance (Greenwich Meridian and time zones, including day and night)</li> </ul>

Curriculum Map: Geography			Dent Church of England Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
<b>C-curricular Science</b>			Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Y5
<b>Physical Knowledge</b>	<ul style="list-style-type: none"> <li>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</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<p>Describe and understand key aspects of physical geography, including:</p> <ul style="list-style-type: none"> <li>mountains</li> <li>volcanoes</li> <li>earthquakes,</li> <li>the water cycle</li> </ul>	<p>Describe and understand key aspects of: physical geography, including:</p> <ul style="list-style-type: none"> <li>climate zones,</li> <li>biomes and vegetation belts,</li> <li>rivers,</li> </ul>
<b>c-Curricular Science</b>	<ul style="list-style-type: none"> <li>Observe changes across the four seasons Y1</li> <li>Observe and describe weather associated with the seasons and how day length varies. Y1</li> </ul>	<p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Y4</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Y4</p>	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Y5</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Y6</p> <p>They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Y6</p>

Curriculum Map: Geography			Dent Church of England Primary School
Strands	KS1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
	Y1/2	Y3/4	Y5/6
<b>Human Knowledge</b>	Understand key human features, including: <ul style="list-style-type: none"> <li>city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	Human geography, including: <ul style="list-style-type: none"> <li>types of settlement and land use,</li> </ul>	Describe and understand key aspects of human geography, including: <ul style="list-style-type: none"> <li>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>
<b>Expressing Views</b>	<ul style="list-style-type: none"> <li>Express their own views about people, places &amp; environment eg, litter</li> <li>Give reasons to support views</li> </ul>	<ul style="list-style-type: none"> <li>Identify &amp; explain different views that people including themselves hold about geographical issues eg. Plans for building in the village or the rain forest debate</li> </ul>	<ul style="list-style-type: none"> <li>Identify &amp; explain different views that people including themselves hold about geographical issues eg design a questionnaire to obtain view</li> <li>Give increased detail of views to justify these</li> </ul>

## Geography in EYFS

Learning in EYFS lays the foundations for Geography in KS1 as the children access the normal range of adult led activities and continuous provision opportunities, especially in the areas of Understanding the World. As part of a mixed-age class reception children are also able to access some of the teaching for KS1 and are given the chance to take part in a variety of activities, where appropriate.

## Geography and SEND Provision

The Geography curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of Geography will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans. Where necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks, according to the needs of our pupils.