



At Briary School our aim is for children to make sense of their world and to develop a connection with and understanding of the world and their place within it. Experiencing an enquiry approach to their geography learning, children will build on their geographical knowledge and skills each year as they learn about resources in the environment, physical and human processes and formation and use of landscapes. They will interpret and communicate geographical information using maps, globes and aerial photographs in their own investigations.

We promote the importance of having an awareness of the world and this begins in Early Years. Through investigating real places and the lives of those who live somewhere else, children will widen their horizons and build positive attitudes to people in their own environment, nationally and around the world. We aim for Briary children to become citizens who value diversity in places, environments and cultures.

Our Geography teaching is built around regular fieldwork and practical tasks which motivates and inspires children. Children have opportunities to explore and become familiar with their own locality which is crucial for them to make connections with those in contrasting places.

| Skills | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Geographical enquiry | <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Make observations and talk about changes.</p> <p>Know about similarities and differences in relation to places</p> <p>Talk about features of own immediate environment and how environments might vary from one another</p> | <ul style="list-style-type: none"> • Use information books/pictures as sources of information. • Investigate their surroundings • Make observations about where things are e.g. within school or local area | <ul style="list-style-type: none"> • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings. • Make appropriate observations about why things happen. • Make simple comparisons between features of different places. | <ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. | <ul style="list-style-type: none"> • Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps | <ul style="list-style-type: none"> • Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life | <ul style="list-style-type: none"> • Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • 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. |
| Enquiry Questions(buils on questions from previous years) | <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Shows care and concern for living things and the environment.</p> <p>Looks closely at similarities, differences, patterns and change</p> | <p>Ask geographical questions e.g. what is it like to live in this place? Use a range of sources to find out characteristic features of the past</p> <p>Express own views about a place, people, environment</p> <p>Recognise how places have become the way they are e.g. shops (patterns and processes)</p> | <p>Ask geographical questions –where is this place? what is it like? How has it changed? drama – develop empathy</p> <p>Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences</p> <p>Recognise how places have become the way</p> | <p>Ask geographical questions: where is this location? What do you think about it? identify reasons for and results of people’s actions</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population</p> | <p>Ask questions –what is this landscape like? what will it be like in the future? offer a reasonable explanation for some events</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ Maps</p> <p>Identify and explain different views of</p> | <p>Ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life</p> <p>Identify and explain different views of</p> | <p>Ask questions: what is this landscape like? how is it changing? What patterns can you see/ how has the pattern changed?</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</p> <p>Identify and explain different views of</p> |



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| | | <p>Observe and record e.g. identify buildings on a street – memory maps</p> <p>Communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams</p> | <p>they are e.g. shops (patterns and processes)</p> <p>Observe and record in different ways eg. sketches, diagrams, ICT</p> <p>Communicate in different ways –pictures, writing, charts</p> | <p>Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate</p> <p>hold geographical issues through drama role play e.g. recycling</p> <p>Collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)</p> <p>Communicate in ways appropriate to task and audience creating a sense of place eg. use questionnaires, charts, graphs to show results, write views to local paper</p> | <p>people including themselves</p> <p>Collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns</p> <p>Communicate in ways appropriate to task and audience</p> | <p>people including themselves design and use questionnaires to obtain views of community on subject</p> <p>Collect and record evidence. conduct a land use survey categorise codes</p> <p>Communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new e.g. water and the effects on the environment, settlement, environmental change, sustainability</p> | <p>people including themselves give increased detail of views, justification – detailed reasons influencing views</p> <p>Collect and record evidence record measurement of river width/ depth/ velocity</p> <p>Communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school</p> |
| Field Work and Themes. | Woodland Walks | Beach study-Reculver Whitstable Harbour Quex Park | Dover Museum | | | | London Trip |
| Direction and Location | Play simple direction games. | <ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) | <ul style="list-style-type: none"> Follow directions (as yr 1 and inc'. NSEW) | <ul style="list-style-type: none"> Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. | <ul style="list-style-type: none"> Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently | <ul style="list-style-type: none"> Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map. | <ul style="list-style-type: none"> 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. |



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| Drawing maps | | <ul style="list-style-type: none"> • Draw picture maps of imaginary places and from stories. | <ul style="list-style-type: none"> • Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) | <ul style="list-style-type: none"> • Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing. | <ul style="list-style-type: none"> • Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing. | <ul style="list-style-type: none"> • Begin to draw a variety of thematic maps based on their own data. | <ul style="list-style-type: none"> • Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity |
| Representation | Draw pictures of real or imaginary places. | <ul style="list-style-type: none"> • Use own symbols on imaginary map. | <ul style="list-style-type: none"> • Begin to understand the need for a key. • Use class agreed symbols to make a simple key. | <ul style="list-style-type: none"> • Know why a key is needed. • Use standard symbols. | <ul style="list-style-type: none"> • Know why a key is needed. • Begin to recognise symbols on an OS map. | <ul style="list-style-type: none"> • Draw a sketch map using symbols and a key; • Use/recognise OS map symbols | <ul style="list-style-type: none"> • Use/recognise OS map symbols; • Use atlas symbols. |
| Using maps | Look at simple maps of familiar stories. | <ul style="list-style-type: none"> • Use a simple picture map to move around the school; • Recognise that it is about a place. | <ul style="list-style-type: none"> • Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places. | <ul style="list-style-type: none"> • Locate places on larger scale maps e.g. map of Europe. • Follow a route on a map with some accuracy. (e.g. whilst orienteering) | <ul style="list-style-type: none"> • Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large-scale map. | <ul style="list-style-type: none"> • Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) | <ul style="list-style-type: none"> • Follow a short route on an OS map. • Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) |
| Scale/Distance | Use everyday language to talk about size, position and distance | <ul style="list-style-type: none"> • Use relative vocabulary (e.g. bigger/smaller, like/dislike) | <ul style="list-style-type: none"> • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) | <ul style="list-style-type: none"> • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) | <ul style="list-style-type: none"> • Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) | <ul style="list-style-type: none"> • Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.) | <ul style="list-style-type: none"> • Use a scale to measure distances. • Draw/use maps and plans at a range of scales. |
| Perspective | | <ul style="list-style-type: none"> • Draw around objects to make a plan. | <ul style="list-style-type: none"> • Look down on objects to make a plan view map. | <ul style="list-style-type: none"> • Begin to draw a sketch map from a high viewpoint. | <ul style="list-style-type: none"> • Draw a sketch map from a high viewpoint. | <ul style="list-style-type: none"> • Draw a plan view map with some accuracy. | <ul style="list-style-type: none"> • Draw a plan view map accurately. |
| Map knowledge | | <ul style="list-style-type: none"> • Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. | <ul style="list-style-type: none"> • Locate and name on UK map major features e.g. London, River Thames, home location, seas. | <ul style="list-style-type: none"> • Begin to identify points on maps A,B and C | <ul style="list-style-type: none"> • Begin to identify significant places and environments | <ul style="list-style-type: none"> • Identify significant places and environments | <ul style="list-style-type: none"> • Confidently identify significant places and environments |



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| Style of map | Knows that information can be retrieved from books and computers | <ul style="list-style-type: none"> • Picture maps and globes | <ul style="list-style-type: none"> • Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas | <ul style="list-style-type: none"> • Use large-scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. | <ul style="list-style-type: none"> • Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs. | <ul style="list-style-type: none"> • Use index and contents page within atlases. • Use medium scale land ranger OS maps. | <ul style="list-style-type: none"> • Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe. |
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