









Marston Moreteyne School Geography Curriculum- Based on the eight "Big Ideas"



							
Processes	Change	Investigation	Place	Nature	Materials	Humankind	Comparison

The "Aspects" below are progressive and start from Nursery through to Year Four. They allow children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to build conceptual frameworks that enable a better understanding of increasingly complexity.

<p>Climate and Weather The four seasons are identified along with typical weather patterns. More complex and extreme weathers is looked at and children know how this affects different environments.</p> <p>Physical Processes Weather affects the environment and human behaviour and activities. This leads into volcanic eruptions and earthquakes. The water cycle is taught and Geographical language is developed throughout.</p>	<p>Change Geographical features can change over time and this processed is discussed in detail including erosion and other human activity. Natural disasters cause damage and change including rivers, seas and oceans.</p>	<p>Geographical Resources Maps and photographs are first looked at and these are used to show key features. This develops into work on aerial and plan perspectives. Features, landmarks, and characteristics are described in developing detail. Maps, globes and digital mapping tools are used to locate countries and features. Topography, boundaries, climatic, social and economic statistics are studies.</p> <p>Data Analysis Data is information that can be collected and used to answer a geographical question. Collect simple data during fieldwork activities. Tables, charts and pictograms are used to represent this. This develops onto Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet.</p> <p>Fieldwork Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. This leads into investigating a geographical hypothesis using a range of fieldwork techniques.</p>	<p>World Globes and maps are introduced to teach locations. This develops into the naming of continents and oceans. A deeper understanding of world countries is developed and children can locate countries and major cities on a map, atlas or globe.</p> <p>UK Children recognise the UK on a world map and understand the four countries within it. They can name and locate these on a map. UK knowledge develops into understanding counties and children can describe these. Contour lines on maps identify the topography of an area.</p> <p>Location Weather, plants and animals in different locations are described. Children know that warmer and colder areas are in relation to the equator. The Northern and Southern hemispheres can be located on a map or globe. Latitude and Longitude is introduced as well as an understanding of The Tropics of Cancer and Capricorn.</p> <p>Position Positional and directional language is used and developed, this leads on to the four then eight cardinal points on a compass. This is extended to using six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.</p> <p>Maps A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. This develops onto use of four or six-figure grid references and keys to describe the location of objects and places on a map.</p>	<p>Physical Features Children identify and describe physical features, this leads on to describing the size, location and position. Developing knowledge of volcanoes and mountains is then developed.</p> <p>Environment The local environment can be improved by picking up litter, planting flowers and improving amenities. This develops into understanding of different climate zones and altitudinal zonation</p> <p>Sustainability Describe ways to protect natural environments. They know how human behaviour can be beneficial to local and global environments, now and in the longer term.</p>	<p>Natural and Man- Made Materials Natural materials include wood, stone and sand. Man-made materials include metal, plastic, glass and fabric. Materials can be used to build and make things. Name some natural and man-made materials in the environment. Different properties are identified and described. Sedimentary, igneous and metamorphic rocks are identified. Children name and describe the types, appearance and properties of both rocks and soils.</p>	<p>Human Features and Landmarks Man-made features are identified and named in a progressive way. Children are taught to name and recognise these locally. Their uses and interconnections are also discussed. Monuments and landmarks are taught along with a developing understanding of their purpose.</p> <p>Settlements and Land Use Understand and describe places where people live and work. Features of these are looked at in developing detail alongside their different purposes.</p>	<p>Significant Places Place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. This develops onto significant places, monuments, volcanoes, mountain ranges and rivers around the world.</p>
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For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11