

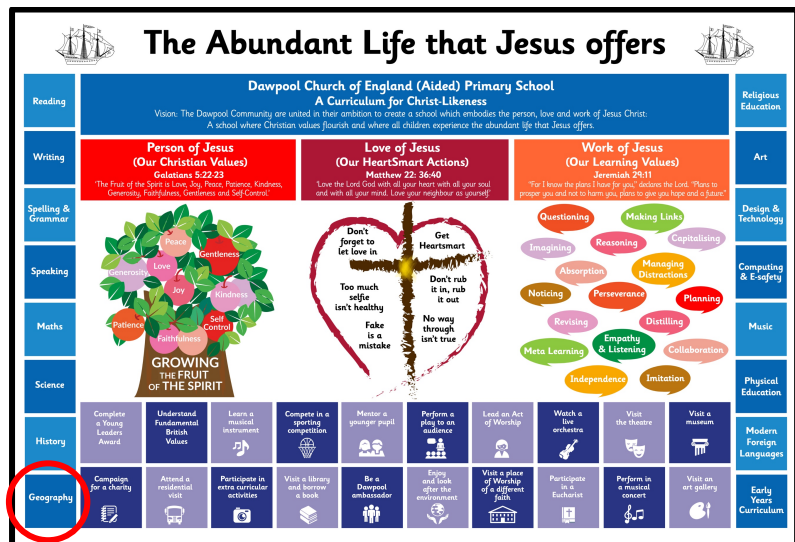


Dawpool C.E. (Aided) Primary School

DAWPOOL

A Dawpool Geographer

Geography



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers**.'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

Dawpool C.E (Aided) Primary School
School Lane
Thurstaston
Wirral
CH61 0HH

0151 648 3412

schooloffice@dawpool.wirral.sch.uk

www.dawpool-ce.eschools.co.uk

@DawpoolCofE



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Why is Geography Important?

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Dawpool's Vision for Geography

On completion of the Geography curriculum at Dawpool, pupils will have developed:

- *Good knowledge of where places are and what they are like.*
- *Good understanding of geographical vocabulary.*
- *Good understanding of fieldwork and other geographical skills and techniques: observing, questioning, planning, collecting, recording, concluding, communicating, reflecting and responding.*
- *Good understanding of their responsibilities within their own society.*
- *Insight into the sustainability of a dynamically changing world.*
- *Interest in geography and curiosity to find out about the world and the people who live there.*

National Curriculum for Geography

The National Curriculum for Geography at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.

Early Years Understanding the World

The frequency and range of children's personal experiences increases their knowledge of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will

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foster their understanding of our culturally, socially and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. And enriching and widening their vocabulary will support later reading comprehension.

Early Learning Goal (ELG): Understanding the World

ELG People, Culture and Communities

Children at the expected level of development in the Early Years will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



A Year 1 Geographer at Dawpool

- I can keep a weather chart and answer questions about the weather.
- I can explain where I live and tell someone my address.
- I can explain some of the main things that are in hot and cold places.
- I can explain the clothes that I would wear in hot and cold places.
- I can explain how the weather changes throughout the year and name the seasons.
- I can name the four countries in the United Kingdom and locate them on a map.
- I can name some of the main towns and cities in the United Kingdom.

A Year 2 Geographer at Dawpool

- I can say what I like and do not like about the place I live in.
- I can say what I like and do not like about a different place.
- I can describe a place outside Europe using geographical words.
- I can describe some of the features of an island.
- I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.
- I can explain how jobs may be different in other locations.
- I can explain how an area has been spoilt or improved and give my reasons.
- I can explain the facilities that a village, town and city may need and give reasons.
- I can name the continents of the world and locate them on a map.
- I can name the world oceans and locate them on a map.
- I can name the capital cities of England, Wales, Scotland and Ireland.
- I can find where I live on a map of the United Kingdom.

A Year 3 Geographer at Dawpool

- I can explain why people are attracted to live by rivers.
- I can explain why many cities are situated on or close to rivers.
- I can explain the course of a river.
- I can name and locate many of the world's most famous rivers in an atlas.
- I can use the correct geographical words to describe a place.
- I can use some basic Ordnance Survey map symbols.
- I can use grid references on a map.
- I can use an atlas by using the index to find places.
- I can name a number of countries in the northern hemisphere.
- I can name and locate the capital cities of neighbouring European countries.

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- I know the countries that make up the European Union.
- I can describe key physical and human characteristics of different countries and cities in Europe.
- I know about different rivers and mountains in Europe, including natural disasters such as volcanic eruptions and earthquakes.

A Year 4 Geographer at Dawpool

- I can carry out research to discover features of villages, towns or cities.
- I can plan a journey to a place in England.
- I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).
- I can explain why people may be attracted to live in cities.
- I can explain why people may choose to live in one place rather than another.
- I can explain the difference between the British Isles, Great Britain and the United Kingdom.
- I can find at least six cities in the UK on a map.
- I can name and locate some of the main islands that surround the United Kingdom.
- I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.
- I can describe how volcanoes are created.
- I can locate and name some of the world's most famous volcanoes.
- I can describe how earthquakes are created.

A Year 5 Geographer at Dawpool

- I can plan a journey to a place in another part of the world, taking account of distance and time.
- I can name and locate many of the world's most famous mountainous regions in an atlas.
- I can explain how a location fits into its wider geographical location with reference to human and economical features.
- I can locate the Tropic of Cancer and Tropic of Capricorn.
- I can explain why deforestation occurs.
- I understand what is meant by the term 'fairtrade'.
- I can explain how a locality is affected by tourism.



A Year 6 Geographer at Dawpool

- I can use Ordnance Survey symbols and 6 figure grid references.
- I can answer questions by using a map.
- I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.
- I can describe how some places are similar and dissimilar in relation to their human and physical features.
- I can name the largest desert in the world and locate desert regions in an atlas.
- I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.
- I can explain how time zones work and calculate time differences around the world.