



Coberley C of E Primary School

What does a Coberley Geographer look like?

Every Child, Every Chance, Every Day



At Coberley C of E Primary School, we value Geography. A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our Geography curriculum aims to equip 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 our pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

At Coberley, we are Geographers. We have...

- An extensive base of Geographical **knowledge**, including an extensive geographical **vocabulary**.
- The ability to **think, explore, debate, hypothesise and evaluate** geographically about both physical and human geography.
- The ability to **communicate** geographical knowledge and findings verbally and in other ranges of styles appropriate to a range of audiences.
- The ability to undertake practical work in a variety of contexts, including **fieldwork**
- A passion for geography which enables pupils to recognise their contribution to, and responsibilities for, their locality, their country and the global community.
- A curriculum that uses the **Trivium** philosophy, using **knowledge**, **Dialectic** (discovery Skills) and **Rhetoric** (recording and Sharing Ideas) components.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographers know						
	● Basic Geographical Vocabulary and skills	● Name and locate continents and oceans ● Name and locate countries and capitals of UK ● Basic Geographical Vocabulary ● Use the four points of a compass	● Name and locate specific countries of the world ● Name and locate cities and geographical regions of the UK ● Name and locate the equator, tropic lines, north and south pole and simple time zones. ● Use the four points of a compass	● Name and locate key cities and countries of the world. ● Name and locate cities and geographical regions of the UK ● Name and locate the equator, tropic lines, north and south pole and simple time zones. ● Use the eight points of a compass and use simple grid references	● Name and locate key cities, countries, regions of the world. ● Know key parts of the globe including the equator, tropics and time zones. ● Know key features and vocabulary of human and physical features of geography	● Name and locate numerous cities, countries, regions of the world. ● Know key parts of the globe including the equator, tropics and time zones. ● Know detailed features and vocabulary of human and physical features of geography

Geographers discover

• Ask geographical questions • Use maps and globes • Use photographs and plans and simple keys • Identify seasonal and weather patterns in the UK and another location • Identify key physical features such as beach, cliff, coast, forest, mountain, river, valley • Identify key human features such as city, town, factory, farm, office, port	• Ask geographical questions • Use maps, atlases and globes • Use photographs and plans and simple keys • Identify seasonal and weather patterns in the UK and another location • Identify key physical features such as beach, cliff, coast, forest, mountain, river, valley • Identify key human features such as city, town, factory, farm, office, port	• Ask geographical questions • Use maps, atlases and globes • Identify key physical features such as beach, cliff, coast, forest, mountain, river, valley • Identify key human features such as city, town, factory, farm, office, port	• Ask geographical questions • Use maps, atlases, globes, plans and photographs • Use field work to observe, measure, record and present the human and physical features in the local area. • Compare and contrast geographical similarities and differences through the study of human and physical geography	• Ask geographical questions • Use atlases, maps, globes, aerial maps, photographs and plans (including compass work and grid references). • Use fieldwork techniques and instruments (labelled field sketches, rain gauges, etc) • Use secondary source information (photographs, Internet, text). • Compare and contrast locations and people based on physical and human geographical features.	• Ask geographical questions • Use atlases, maps, globes, aerial maps, photographs and plans (including compass work and grid references). • Use fieldwork techniques and instruments (labelled field sketches, rain gauges, etc) • Use secondary source information (photographs, Internet, text). • Compare and contrast locations and people based on physical and human geographical features.
---	--	--	---	--	--

Geographers record and share ideas

• Observe and record i.e. complete a chart about types of houses • Express their own views about people, places and the environment. • Communicate by writing, drawings and verbally	• Observe and record i.e. complete a chart about types of houses • Express their own views about people, places and the environment. • Communicate by writing, quantifying, drawings and verbally • Create maps and plans	• Observe and record i.e. land use • Express their own views about people, places and the environment. • Communicate by writing, quantifying, drawings and verbally • Create maps and plans	• Observe and record i.e. land use • Express their own views about people, places and the environment. • Communicate by writing, quantifying, drawings and verbally • Create maps and plans	• Observe and record evidence • Analyse evidence and draw conclusions • Express their own views about people, places and the environment. • Communicate in ways appropriate to the task and audience by writing, quantifying, drawings and verbally • Create maps and plans	• Observe and record evidence • Analyse evidence and draw conclusions • Express their own views about people, places and the environment. • Communicate in ways appropriate to the task and audience by writing, quantifying, drawings and verbally • Create maps and plans
--	--	--	--	---	---