Geography

St Vigor and St John Primary School

Intent:

Our curriculum intent for Geography reflects the purpose and aims of the National Curriculum by helping our pupils to acquire knowledge and understanding of the World by developing their innate sense of curiosity. It connects them with place. The curriculum breadth is adapted to the context of our school to celebrate its unique locality and develop pupils' sense of belonging. Enquiry is at the core of all lessons. There is a sequence of detailed, long and medium term plans to develop skills and cumulative knowledge. Children develop an understanding of fundamental British values and engage in the spiritual, moral, social and cultural ethos that this subject nurtures. The content allows for a broader, deeper understanding of the four key areas of geography identified in the National Curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world. Subject knowledge is organised through threshold concepts which organise new knowledge systematically to ensure a logical progression. Children are encouraged to read widely using a range of research sources to extend their understanding. Expanding a technical vocabulary is a constant thread that runs through the learning. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives, creating a generation of children who make ethical decisions to protect their World.

Implementation:

Enquiry with thought - provoking questioning is at the heart of each lesson.
We encourage pupils to be questful asking as well as answering geographical questions.
Teachers are committed to providing exciting lessons. Creative ideas are used to promote individual learning styles. There are clear plans to ensure coverage and progression of knowledge and skills through a sequence of lessons. These plans show stimulating opportunities to engage all pupils. Differentiated tasks with adult support foster individual skill development. Lessons are built on prior learning, revisiting to ensure transfer to long-term memory and clear sequencing of ideas. There are opportunities for revision of facts and geographical understanding. There is a strong balance between knowledge and skills. Developing subject specific language is at the core of the lessons. All pupils are encouraged in their learning with resources adapted and greater support given where necessary. Children collect and analyse a range of data, interpreting sources and communicating their ideas in a variety of creative ways.

Visitors and focus days give crucial experiences to develop a love of Geography through practical exploration. Our work as a school with charities deepens children's understanding of global and local situations. Inviting people from the community to share experiences and knowledge is key to making connections with our world. Fieldwork is integral to our curriculum and we develop numerous opportunities for "hands on" experiences of different locations locally as well as further afield. Investigations into the local environment give children connections to this curriculum by making links to themselves, our community and the wider world. National and International events become part of our curriculum.

In EYFS Geography is taught as an integral part of the learning through child-initiated and adult led activities. They are encouraged to take their curiosity into child -led exploration. Pupils learn about similarities and differences between themselves and others, and among families

communities and traditions. They explore similarities and differences in relation to place, talking about features of their own immediate environments and how these environments might vary from one another.

Impact:

As a school we continue to raise the profile of Geography. All learners can speak confidently about their geography learning, skills and knowledge. They use the correct vocabulary in their discussions and in their recording. They understand the different strands of geography, with a knowledge of the Earth's key physical and human processes. Children make relevant links from geography to other curriculum subjects, such as history and science and develop their understanding through homework. All children realise that they have choices to make in the world, developing a positive commitment to the environment and the future of their planet.

Geography teaches our pupils about cultural diversity. We learn to respect everyone's uniqueness, their needs, rights and views. It develops opportunities for pupils to be ethical, responsible citizens who take responsibility for their environment, celebrate similarities and differences in cultures and challenge stereotypes.

Geography allows learners to share and communicate their personal ideas about such issues as Fair Trade, recycling, global warming, enhancing their learning and enabling them to be responsible citizens who will make a positive contribution to the world in which they live.

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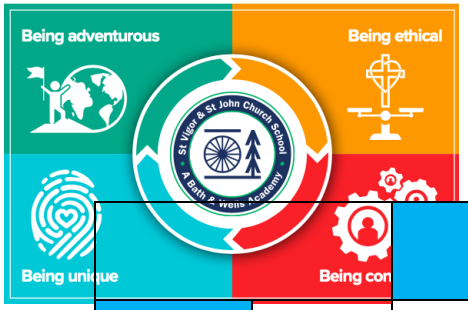
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KS1	Year 1	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
	Year 2	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
LKS2	Year 3	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
	Year 4	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
UKS2	Year 5	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
	Year 6	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork

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EYFS	• To talk about past and present events in their own lives and in the lives of family members.	• To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.	• Children talk about past and present events in their own lives and in the lives of family members. • Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Shop, village, town, house, field, season, winter, autumn, spring , summer, weather, London, Belfast, Cardiff, Edinburgh, Scotland, Northern Ireland England Wales Pacific Atlantic Inian Southern Arctic Asia Africa North America South America Antartica Europe Oceania

		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
KS1	Year 1	Name, locate and identify the four countries that make up the UK and its surrounding seas.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas around the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal and weather. Key human features: shop house village town	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

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	Year 2	Name , locate and identify the seven continents and five oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas around the world in relation to the Equator and the North and South Poles. Use basic geographical vocabulary to refer to: Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasonal and weather. Key human features: city factory farm house office port harbour.	use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

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Natural man made distribution human physical lower course middle course upper course mainland tributaties meanders industry agricultyre natural resources					
		Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
LKS2	Year 3	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate countries and cities of the UK, geographical regions and their human and physical characteristics, key topographical features and land patterns; and understand how some of these aspects have changed over time.		Describe and understand key aspects of: Physical geography, including rivers, volcanoes and earthquakes.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 technologies.
	Year 4	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate countries and cities of the UK, geographical regions and their human and	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Describe and understand key aspects of: Human geography, including: Type of settlement and land use, economic activity 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 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 technologies.

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		physical characteristics, key topographical features and land patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator , Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.			
Climate	Year 5	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate countries and cities of the UK, geographical regions and their human and physical characteristics, key topographical features and land patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator , Northern Hemisphere and	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Describe and understand key aspects of: Physical geography including: Rivers, mountains and the water cycle. Human geography, including: Type 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 use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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 technologies.



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		Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.			
	Year 6	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate countries and cities of the UK, geographical regions and their human and physical characteristics, key topographical features and land patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator , Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Describe and understand key aspects of: Physical geography including: Climate zones, biomes and vegetation belts, rivers , mountains and the water cycle.	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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 technologies.

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Understanding the World	EYFS		The world
		22 - 36 months	• Enjoys playing with small world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment,
		30 - 50 months	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment.
		40 – 60	• Looks closely at similarities, differences, patterns and change.
		Early Learning	• Children know about similarities and differences in relation to places, objects materials and living things. They talk about the features of their own immediate environment and how environments might very from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

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Locational knowledge	KS1	Year 1	Locational knowledge
			I can understand how places are linked by roads and paths. I can understand my local area and plan a route. I can use geographical vocabulary to describe places in my local area. I can locate and name places in my on locality, across the UK. I can identify the four different countries within the UK and the seas that surround them.
		Year 2	I can name, locate and identify significant places in my own locality. I can name, locate and identify significant places across the UK. I can name, locate and identify significant places in the wider world. I can identify the seven continents and five oceans that make up our globe.
	KS2	Year 3	I can name and locate a wide range of places locally, within the UK, and wider world.
		Year 4	I can name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.
		Year 5	Name and locate an increasing in range of places in the world including globally and topically significant features and events.
		Year 6	Name and locate an increasing in range of places in the world including globally and topically significant features and events.

History

Place knowledge	KS1	Year 1	Place knowledge
			I can identify the four different countries within the UK and the seas that surround them.
		Year 2	I can identify the seven continents and five oceans that make up our globe. I can compare and contrast my own local area with a Non-European country (India). I can identify human and physical features of another Non-European country.
	KS2	Year 3	I can identify the physical features of places in my own locality, within the UK and globally.
		Year 4	I can compare and contrast my own local area with a Non-European country (RIO) considering and comparing both human and physical geography.
		Year 5	I can compare and contrast my own local area with a country within Europe (Greece)
		Year 6	I can make comparisons and discuss the changes in borders and places within Europe.

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Human and physical geography	KS1	Year 1	Human and physical geography I can explore aspects of human geography in my local area.
		Year 2	I can explore aspects of human geography in my local area. I can explore physical geography and its impact on animal habitats. I can find similarities and differences when comparing human and physical geography where I live and in a Non-European country. I can understand the impact of seasons and weather on a climate.
	KS2	Year 3	I can look at aspects of Physical geography and their impact on an environment and settlements.
		Year 4	I can observe, record and present the impact of human geography on my local area. I can consider how aspects of Physical geography can impact settlements, land use, economic activity including trade links and distribution. I can find similarities and differences when comparing human and physical geography where I live and in a Non-European country.
		Year 5	I can consider how aspects of Physical geography can impact settlements, land use, economic activity including trade links and distribution. I can find similarities and differences when comparing human and physical geography where I live and in a European country.
		Year 6	I can explore the impact of physical geography on a local area. I can look at aspects of Physical geography and their impact on an environment, settlements and animal adaptation. I can look at how physical geography can change over time. I can find similarities and differences when comparing human and physical geography of a place within the UK. I can explore aspects of physical geography and plan an expedition.

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Geographical skills and fieldwork	KS1	Year 1	Geographical skills and fieldwork
			I can explore my local area I can use Geographic language to describe places in my locality. I can use a map to explore places in the UK.
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		Year 2	I can use a four point compass and use directional language to find, explore and set a location. I can use a map to explore my local area and consider how it has changed over time. I can use an Atlas to identify, name and locate the seven continents and five oceans.
	KS2	Year 3	I can use a four point compass and use directional language to find, explore and set a location. I can find and explore rivers in my locality.
		Year 4	I can use an Atlas to identify, name and locate a Non-European country. I can use an eight point compass and a four/six figure grid references, symbols and key. I can understand the position and significance of longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, The Prime/Greenwich Meridian and time zones.
		Year 5	I can use an Atlas to identify, name and locate a European country . I can use an eight point compass and a four/six figure grid references, symbols and key. I can understand the position and significance of longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, The Prime/Greenwich Meridian and time zones.
		Year 6	I can use an Atlas to identify, name and locate European countries. I can use an eight point compass and a four/six figure grid references, symbols and key. I can plan an expedition in my local area. I can complete fieldwork in my local area.

Geography

Resources

www.geography.org.uk

www.rgs.org www.nature.com

bbc.co.uk>bitesize www.natgeokids.com

www.twinkl.co.uk