

SUBJECT: Geography

<p>INTENT</p>	<p>Geography is a foundation subject within the National Curriculum. At St Mary's CE Primary, we teach Geography as part of our Creative Curriculum, encompassed within topics. Through our curriculum map we adopt a creative approach fostering links with other curriculum subjects such as Science, History and English, to make the children's learning both exciting and meaningful. With these aspirations, our intent for the Geography curriculum are:</p> <ul style="list-style-type: none"> • To help children acquire and develop the skills and confidence to advance their geographical understanding. • To develop an understanding and use of geographical language to communicate their understanding of the world around them. • To stimulate the children's interest in and curiosity about their surroundings. • To nurture a sense of wonder about the world. • To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • To develop the children's knowledge, to encourage a sense of responsibility for the environments and people of the world we live in, so they will think about how it can be improved and sustained. • To develop a sense of place and identity by learning about the United Kingdom and its relationship with other countries.
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Statutory Age Related Statutory Coverage

EYFS	KS1	KS2
<p>Understanding the World (Three and Four – Year –Olds Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.) Reception Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p> <p>ELG</p>	<p>Locational knowledge Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge 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 Human and physical geography Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: • key physical features • key human features Geographical skills and fieldwork Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map</p>	<p>Locational knowledge Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and Understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones Place knowledge 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 Human and physical geography Describe and understand key aspects of:</p>

<p>PCC - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.</p> <p>NW - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>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</p> <p>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.</p>	<ul style="list-style-type: none"> Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <p>Use range of mapping to locate countries and describe features studied Use eight points of a compass, 4 and 6-figure grid references, symbols /key Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p>
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		EYFS	KS1	LKS2	UKS2	(KS3)
Knowledge and understanding	Locational Knowledge	<p>Understanding the World The World</p> <p>Draw information from a simple map.</p>	<p>Name and locate the world’s seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>-Describe places using their characteristics and simple vocabulary – e.g. house, street, wood</p> <ul style="list-style-type: none"> Talk about places seen in books, videos, internet <p>Recognise characteristic physical and human features of places - built up, noisy, busy ...</p> <ul style="list-style-type: none"> Identify parts of some physical features – e.g. coast Use vocabulary of size to classify – village town, city etc 	<p>Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics,</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere,</p>	<p>Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and Understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude, longitude, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones</p>	
		EYFS	KS1	LKS2	UKS2	(KS3)
	Place	Recognise some similarities and differences between life in this country and life in other countries.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European country.	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region within North and South America	

		<p>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.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>area in a contrasting non-European country</p> <ul style="list-style-type: none"> • Make lists of places with similar characteristics – e.g. the seaside, towns • Describe different types of buildings • Understand the concept of close and far away • Understand similarities and differences in places • Use aerial photographs to identify land use and other geographical features • Know that places are linked by paths or roads • Express views about local area and environment 	<ul style="list-style-type: none"> • Understand the different uses of different places • Understand that different places may have similar / different characteristics and give reasons for these 	<ul style="list-style-type: none"> • Describe how change can lead to similarities between different places • Justify own viewpoint or decision, and use new information to adapt their own viewpoint 	
G e	L	EYFS	KS1	LKS2	UKS2	(KS3)

	<p>Explore the natural world around them. Recognise some environments that are different to the one in which they live.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Y1 Show interest in what they see in field work</p> <ul style="list-style-type: none"> Record what they have seen, in simple ways Remember and talk about what was seen Use a digital cameras to record what they see Collect simple statistics – longest, shortest, highest Fill in and use a class weather chart <p>Y2 Ask simple geographical questions</p> <ul style="list-style-type: none"> Take and use digital photographs Make detailed sketches whilst on field work and/or draw labelled diagrams Discuss changes in weather and seasons from a chart Use tally charts and simple tables to collect information 	<p>Y3 Use prediction and prior knowledge to find out about unknown places, and combine this with observation</p> <ul style="list-style-type: none"> Use a range of primary and secondary sources, including the internet, books & Google Earth Suggest own ways of presenting information, including graphically and in writing <p>Y4 Draw on own knowledge and understanding when setting up a field work investigation</p> <ul style="list-style-type: none"> Examine, question, analyse what is discovered, using a range of evidence Discriminate between different sources of information Test conclusions for accuracy Make a database to record information 	<p>Y5 Suggest suitable questions for a field work study</p> <ul style="list-style-type: none"> Rank information found into order of importance Come to accurate conclusions, using information Make careful measurements - e.g. rainfall, noise level, distance Collect statistics about people and places Begin to use a range of graphs, including pie charts <p>Y6 Suggest relevant issues for further study</p> <ul style="list-style-type: none"> Carefully select sources of evidence, and sift information Collect statistics about people and places, and set up a database from fieldwork or research Analyse data – e.g. population data - using similarity and difference Speculate and hypothesise about what is found Suggest plausible conclusions, and back up with evidence 	
E	EYFS	KS1	LKS2	UKS2	(KS3)

	<p>Explore the use of a weather map.</p> <p>Explore the use of a map.</p> <ul style="list-style-type: none"> Identify what a map is. Draw simple maps of their immediate environment. 	<p>Y1</p> <p>Use simple blocked maps and plans</p> <ul style="list-style-type: none"> Make simple plans and talk about them Mark the location of the school on a simple local map Identify where they have been on holiday, using a map <p>Y2</p> <p>Identify features on a map</p> <ul style="list-style-type: none"> Know the main aspects of the British Isles using maps Draw simple maps and plans, sometimes with keys Mark some locations on a map of UK – our town, our school visit, my holiday Identify the main regions of the world – continents, equator, tropics Begin to use concepts of NSEW 	<p>Y3</p> <p>Draw maps of local places, including sketches from field work</p> <ul style="list-style-type: none"> Use and draw maps with a simple key Use maps with simple grid references Work out routes on maps and plans Find longest and shortest routes using maps Plan routes using 4 points of the compass <p>Y4</p> <p>Read and use the symbols on an OS map</p> <ul style="list-style-type: none"> Use four figure grid references to locate points on a map Identify time differences around the world Plan a route and work out distance using map scales Use contents and index pages of an atlas 	<p>Y5</p> <p>Work out a journey time, using their knowledge of time zones</p> <ul style="list-style-type: none"> Use and understand simple scale Compare information from atlases with that from a globe Use atlases or maps which show physical and human features Use 8 compass points <p>Y6</p> <p>Use 6 figure grid references</p> <ul style="list-style-type: none"> Can use a compass to follow a route 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. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) 	
	EYFS	KS1	LKS2	UKS2	(KS3)
Human and Physical Geography	<p>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.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features key human features 	<ul style="list-style-type: none"> Express views and recognise how people affect the environment, summarising the issues Suggest ways of improving local environment Understand how weather changes an environment Know the difference between weather and climate Suggest ways towards a reduction in climate change <ul style="list-style-type: none"> Understand links between physical and human features Describe and identify how a place has changed Understand how economic development can change a place 	<ul style="list-style-type: none"> Begin to understand geographical pattern – e.g. industry by a river Describe and begin to explain patterns and physical and human changes Suggest how human activities can cause changes to environment and to the different views people hold Recognise dependent links and relationships in both human and physical geography Make a plausible case for environmental change Interpret other people’s arguments for change, analysing and evaluating their viewpoints <ul style="list-style-type: none"> Identify the parts of a river, and land use around and how these can change people’s lives 	