



St Mary's Catholic Primary School

GEOGRAPHY AT ST MARY'S

INTENT

At St Mary's, we believe a high-quality Geography curriculum should inspire in our pupils a curiosity and fascination about our wonderful world in which we live and its people. Our curriculum is designed to equip pupils with knowledge about the diverse places, people, resources, natural and human environments. It also serves to deepen their understanding of the Earth's key physical and human processes. We believe that geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. As pupils progress through school, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

OUR AIMS

The National Curriculum (2014) aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

IMPLEMENTATION

CURRICULUM

Teaching our children about the world God created for us is an essential part of our children's education at St Mary's.

In the EYFS, children learn to describe the world around them using the playground and external school grounds as their starting point. In KS1, children begin to expand their learning to consider the local area around our school as well as making climate comparisons with other countries around the world. Children begin to read and understand maps of our school, local area and the world, before attempting to create some of their own. As children move into KS2, they begin to secure their knowledge of countries and continents around the world and then look at some of the ecological features of the land, for example mountains, rivers and volcanoes. In upper KS2 Geography lessons become an opportunity to address worldwide issues relating to fair trade and the consumption of resources, whilst addressing the impact on us here in Whickham.

To further support their understanding, school trips and visitors in school provide additional opportunities for children to their field work skills. For example, a walk around our local area in Year 2 and a river study in Year 4.

CURRICULUM COVERAGE

In Key Stage 1, pupils develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

In Key Stage 2, Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features (see table below for further explanation of this.) They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Topics have been selected to cover the aims of the National Curriculum and also to reflect the context and our school community. For example, contrasting our locality with Kenya due to links with schools in Kenya through our local Parish.

What do we say are 'The World's Most Significant Human and Physical Features'?

By the end of KS2, we aim that children to know about...

Human Features	Physical Features
Settlements Land-use Indigenous peoples Urban vs. Rural - cities/countryside <u>UK Landmarks:</u> Roman Wall – history Bridges / monuments / buildings <u>World Landmarks:</u> Pyramids – Egyptians, Mayans Machu Picchu	<ul style="list-style-type: none"> • Amazon Basin / rainforest biome • Desert Biomes – the Sahara • Grand Canyon • Significant rivers – Amazon, Nile • Waterfalls – Victoria Falls, Iguazu Falls • Oceans – great barrier reef • Significant mountains – Himalayas, Mount Everest, the Alps • Volcanoes – Vesuvius, Mount St. Helens, Iceland, Paricutin in Mexico

Teachers follow an enquiry-based approach to teaching Geography, with each session centred around a key enquiry question.

St Mary's Catholic Primary School
 Year 2 Geography Topic Planning 2023-24
 Autumn Term 2 (7 weeks) **Our Local Area Compared to Kenya**



<p>Content:</p> <p>1. Where is our school?</p> <ul style="list-style-type: none"> - Build a 'model' of the local area around school on the carpet/table – using pots, boxes etc to represent some aspects of the local area around school - Compare to a hand-drawn map (teacher made) of the local area around school - Discuss use of symbols and what they represent - Use Google Earth of the local area around the school to locate homes and significant buildings nearby - Children draw own simple maps of the area around school using basic symbols <p>2. What's it like in our local area?</p> <ul style="list-style-type: none"> - Look at Google maps of local area around school - Identify green spaces suitable for recreation on a map of local area: parks, playgrounds, woodland, open countryside etc. - What else is there in our local area? Shops, roads, churches etc – human features - Identify these on a map – - Look at photos and discuss where they might be on map <p>3. What shops do we have in our locality?</p> <ul style="list-style-type: none"> - Fieldwork in local area - Before going, plan and describe the route from school to the shops using directional language - Conduct a simple visual survey of all the shops in our local area: e.g. supermarket, coffee shops, charity shops, hairdressers, restaurants etc. Take photos - Draw a simple map of the main shopping area in Whickham using basic symbols <p>Key Vocabulary:</p> <p>Represent, symbols, locate, nearby, local, identify, green spaces, recreation, playgrounds, woodland, countryside, physical features, human features, buildings, shops, fieldwork, visual survey, city, countryside, urban, rural, mountains, rivers, landscape, weather, same, different, compare</p>	<p>Key Enquiry Questions...</p> <p>4. What is it like in Kenya?</p> <ul style="list-style-type: none"> - Show photographs of Kenya's cities and countryside – where in the world could this be? - Use atlases and maps to find Kenya: Nairobi and other cities, mountains and rivers - Investigate and identify the human and physical geography of Kenya – how is it the same / different to where we live? - Physical: landscape, weather etc, Human: types of buildings, homes, shops etc. <p>5. How is life in Kenya different to my life?</p> <ul style="list-style-type: none"> - Catholic Parochial School Nairobi (Urban) and St Anthony's Nakuru (Rural) - 'A day in the life of a child in urban Kenya' video http://www.bbc.co.uk/education/clips/z2j6sbk - Some children live in slums (show images of Kibera slum) http://www.kibera.org.uk/photos - What is the same? - What is different? - Work towards piece of writing for English
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<p>Links to Previous Learning in Geography:</p> <p>Y1: Identify features of St Mary's school and playground Create picture map of the school and playground</p>
<p>Resources Needed:</p> <p>Cameras / iPad</p>
<p>Cross-curricular Links:</p> <p>English – Report on Kenya or Local area?</p>
<p>Useful resources:</p> <p>Hamilton Trust: https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area/local-land-use/ https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/our-school-and-local-area/contrasting-countries-kenya/</p>

Topic Planning Maps assist teachers with the content for sessions, key vocabulary needed, links to previous learning and to other curriculum areas.

Content is colour-coded to match the different skill areas covered:


Locational Knowledge

Human and Physical Geography

Atlas / Map work

Fieldwork

Key Stage 1 Curriculum Coverage

National Curriculum Aims →		 KS1 Topics ↓														
Name, locate and identify characteristics of the 4 countries & capital cities of the UK & surrounding seas Name and locate the world's seven continents & oceans Study the human and physical geography of a small area of the UK compared to a contrasting non-European country Identify seasonal and daily weather patterns in the UK Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles Physical features vocabulary: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Human features vocabulary: City, town, village, factory, farm, house, office, port, harbour and shop Use maps, atlases, globes to identify the UK and its countries Use maps, atlases, globes to identify countries, continents and oceans Compass directions & locational language to describe location of features and routes on a map Use aerial photos, plans, maps and keys Devise a simple map Construct basic symbols in a key Fieldwork & observation to study school and grounds Fieldwork & observation to study surrounding areas		Name, locate and identify characteristics of the 4 countries & capital cities of the UK & surrounding seas	Name and locate the world's seven continents & oceans	Study the human and physical geography of a small area of the UK compared to a contrasting non-European country	Identify seasonal and daily weather patterns in the UK	Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles	Physical features vocabulary: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Human features vocabulary: City, town, village, factory, farm, house, office, port, harbour and shop	Use maps, atlases, globes to identify the UK and its countries	Use maps, atlases, globes to identify countries, continents and oceans	Compass directions & locational language to describe location of features and routes on a map	Use aerial photos, plans, maps and keys	Devise a simple map Construct basic symbols in a key	Fieldwork & observation to study school and grounds	Fieldwork & observation to study surrounding areas	
		Year 1	Local study – Our school	<input type="radio"/>				<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
			Seasides & Castles	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>		
			Map skills & fieldwork									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Year 2	Local study – Our local area and a contrasting locality	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
			Oceans and Seas & climate around the world	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>			<input type="radio"/>					
			Map skills & fieldwork									<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lower Key Stage 2 Curriculum Coverage

National Curriculum Aims 		 LKS2 Topics 								
Year 3	Study a region of the UK: North East		<input type="radio"/>		<input type="radio"/> Region of UK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Modern Europe France focus	<input type="radio"/> Europe			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Mapskills and fieldwork							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Year 4	The United Kingdom		<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
	Rivers		<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
	Mapskills and fieldwork							<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

name and locate counties & cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these have changed over time

identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic/Antarctic Circles, Prime/ Greenwich Meridian and time zones (including day/night)

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

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle



human geography, including: types 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 8 points of a compass, 4- & 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and 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

Upper Key Stage 2 Curriculum Coverage

UKS2 Topics 		National Curriculum Aims 
Year 5	Study a region in Europe: The Alps	<input type="radio"/> Europe
	Compare people and places: Grand Canyon North America & Amazon Basin South America	<input type="radio"/> North & South America
	Mapskills and fieldwork	
Year 6	Comparing regions, climate zones and biomes around the world	<input type="radio"/> World
	Extreme Earth: Mountains (Himalayas), volcanoes and earthquakes	<input type="radio"/> World
	Mapskills and fieldwork	
		locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
		name and locate counties & cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these have changed over time
		identify the position and significance of latitude, longitude, Equator, Northern/Southern Hemispheres, Tropics of Cancer and Capricorn, Arctic/Antarctic Circles, Prime/ Greenwich Meridian and time zones (including day/night)
		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
		physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
		human geography, including: types 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 8 points of a compass, 4- & 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and 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

Geography Topics Year 1 – 6

KS1	Autumn 2 Geography – Map skills	Spring 1 Geography - Topic	Summer 2 Geography – Fieldwork
Year 1	<p>Local Study: Our school</p> <ul style="list-style-type: none"> • Rosie’s Walk by Pat Hutchins • What is special about our school? • How do you get to school? • A map of our school • What might schools be like in the future? 	<p>Seasides & Castles</p> <ul style="list-style-type: none"> • Where is the seaside? • What might we see at the seaside? • How was the seaside changed over time? • What is it like in Tynemouth? 	<p>Geography fieldwork skills</p>
Year 2	<p>Local Study: Our Local Area & comparison to another country</p> <ul style="list-style-type: none"> • Where is our school? • What’s it like in our local area? • What shops do we have in our locality? • What is it like in Kenya? • How is life in Kenya different to my life? 	<p>Oceans, Seas and Weather around the World</p> <ul style="list-style-type: none"> • Continents and oceans • What is the weather like in the UK? • What is the weather like around the world? • What is it like to live in a cold climate? • What is it like to live in a hot climate? 	<p>Geography fieldwork skills</p>













LKS2	Autumn 2 Geography – Map skills	Spring 1 Geography - Topic	Summer 2 Geography – Fieldwork
Year 3	<p>Study of the human and physical geography of a Region of the UK – North East</p> <ul style="list-style-type: none"> • Where on Earth are we? • What is the natural landscape like in the North East? • Where people live? • How is land used in the North East? • Why should people visit our region? 	<p>Modern Europe With a specific focus on France</p> <ul style="list-style-type: none"> • Where and what is Europe? • What are some of the main physical features of Europe? • What is the weather like in Europe? • Why is Europe so brilliant? • Who is our closet European Neighbour? <i>France</i> 	Geography fieldwork skills
Year 4	<p>Study of the human and physical geography of the United Kingdom</p> <ul style="list-style-type: none"> • What is the UK? • What is a county? • What the main physical features of the UK? • How is land used in the UK? • Where do people live in the UK? 	<p>Rivers</p> <ul style="list-style-type: none"> • What is the journey of the River Tyne? • How does the River Tyne change from source to sea? • What the biggest rivers around the world? • How do humans use rivers? • How does the River Tyne compare to the River Nile? 	Geography fieldwork skills

UKS2	Autumn 2 Geography – Map skills	Spring 1 Geography - Topic	Summer 2 Geography – Fieldwork
Year 5	<p>Study of a Region in Europe: The Awesome Alps</p> <ul style="list-style-type: none"> • Where are the Alps? • What the physical features of the Alps? • What is the climate like in the Alps? • What do people do in the Alps? • What is the impact of tourism in the Alps? 	<p>Comparing people and places: The Grand Canyon in North America and The Amazon Basin South America</p> <ul style="list-style-type: none"> • Where and what is the Grand Canyon? • What does the Grand Canyon look like on a map? • How is land used in the Grand Canyon? • What is it like in the Amazon Basin? • What impact do humans have on the Amazon Basin? 	Geography fieldwork skills
Year 6	<p>Comparing regions, climate zones and biomes around the world:</p> <ul style="list-style-type: none"> • Why does the location of a country influence its climate? • What is a biome? • What the main world biomes? • What is the impact of human activity on biomes around the world? 	<p>Extreme Earth: Mountains (Himalayas), volcanoes and earthquakes</p> <ul style="list-style-type: none"> • What is a mountain? How are they formed? • Where in the world are the largest mountains / ranges? • What is a volcano & how are they formed? • What happens in a volcanic eruption? • What causes earthquakes? • What happens when an earthquake strikes? 	Geography fieldwork skills

SKILLS PROGRESSION

At St Mary's, key skills in Geography are grouped into four areas:

- **Locational Knowledge**
- **Human and Physical Geography**
- **Atlas / Map work**
- **Fieldwork**

Year 2 Geography		Year 2 Geography	
End of Year Expectations			
<p>Locational Knowledge</p>   <p>I can:</p> <p>Name and locate:</p> <ul style="list-style-type: none"> • The seven continents and five oceans • Hot and cold countries • The equator • north and south poles <p>Know the five climate zones of the world</p> 	<p>Human and Physical</p>  <p>I can:</p> <p>Describe the human and physical features of our local area</p> <p>Make comparisons to a place in another country </p> <p>Identify what the weather is like in the UK</p> <p>Explain how the weather is different in hot and cold places in the world </p>		
<p>Mapwork</p>  <p>I can:</p> <p>Use and draw a simple map using basic symbols</p> <p>Use ICT, world maps, atlases and globes</p> <p>Create simple routes to follow and use directional language to describe</p> <p>Use the four points of a compass</p> <p>Use simple coordinates</p> 	<p>Fieldwork</p>  <p>I can:</p> <p>Gather information through </p> <p>Sketching </p> <p>Recording </p>		

'End of Year Expectation' sheets, displaying the key skills for that particular Year group, are present in children's Topic exercise books.

Teachers refer to these whilst planning lessons and also use them as part of ongoing formative assessment of children's progress in Geography.

Geography Skills Progression EYFS, Year 1 – 6

	Locational Knowledge	Human & Physical Geography	Atlas / Map Work (incl. Describing Direction)	Fieldwork	Geographical Vocabulary
EYFS	<p>ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><i>Exceeding:</i> Children know that environment and living things are influenced by human activity. They describe some actions which people in their community do that help to maintain the area they live in.</p>				
Year 1	<p>Identify the key features of the school and playground</p> <p>Name, locate and identify the <i>characteristics</i> of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Recognise some important UK landmarks*</p> <p>Label a map of the UK to show the four countries, capital cities and surrounding seas</p> <p>Use maps to find some seaside locations</p> <p>Understand that a world map shows all the countries in the world</p>	<p>Study the human and physical features of our school and understand the similarities and differences</p> <p>Describe how pollution affects our school environment (e.g. litter)</p> <p>Describe the key physical and human features of seaside areas in our region</p>	<p>Use and draw a simple picture map</p> <p>Describe and follow journeys using simple directional language</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Recognise compass directions</p>	<p><u>Gather information</u></p> <ul style="list-style-type: none"> Use basic observational skills Carry out a small survey of the school Ask a familiar person prepared questions <p><u>Sketching</u></p> <ul style="list-style-type: none"> Draw simple features in their familiar environment <p><u>Audio/Visual:</u></p> <ul style="list-style-type: none"> Recognise a photo or a video as a record of what has been said or heard 	<i>See individual topic plans for key vocabulary</i>
Year 2	<p>Recognise the key physical and human features of our local area</p> <p>Name and locate the world's seven continents and five oceans on a world map</p> <p>Know the 5 key climate zones of the world</p> <p>Know the location of hot and cold countries in the world</p> <p>Locate the equator and North and South poles</p>	<p>Study the human and physical Geography of our local area (Whickham) and make comparisons to a contrasting place (Kenya)</p> <p>Recognise similarities and differences</p> <p>Suggest ways of improving the local area</p> <p>Identify seasonal and daily weather patterns in the UK</p> <p>Explain how the weather affects hot and cold areas of the world</p>	<p>Use and construct basic symbols to draw a simple map</p> <p>Create and describe simple routes from school into the local area</p> <p>Use maps, ICT (Google Earth and Digi maps) atlases and globes to identify the 5 continents and oceans</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map</p> <p>Use simple co-ordinates</p>	<p><u>Gather information</u></p> <ul style="list-style-type: none"> Carry out a small survey of the local area Ask and respond to basic geographical questions Use a pro-forma to collect data e.g. a tally survey <p><u>Sketching</u></p> <ul style="list-style-type: none"> Create plans and draw simple features in their environment Add labels onto a sketch map, map or photograph of features <p><u>Audio/Visual</u></p> <ul style="list-style-type: none"> Use a camera in the field to help to record what is seen 	<i>See individual topic plans for key vocabulary</i>

LKS2	Locational Knowledge	Human & Physical Geography	Atlas / Map Work (incl. Describing Direction)	Fieldwork	Geographical Vocabulary
Year 3	<p>Locate the North East region on a map of the UK</p> <p>Identify the main features of our region</p> <p>Locate some of the main countries of Europe (including France) and identify major capital cities,</p> <p>Identify and locate the main European rivers and mountains</p> <p>Know the main climate zones of Europe and the varied climate zones within France</p>	<p>Describe and locate the key physical and human features of the North East: such as rivers, coastal regions, forests, cities, important landmarks*, railways, roads, tourism etc</p> <p>Identify settlements and land use – North East region and France (identify similarities and differences)</p> <p>Identify how people both damage and improve the environment</p>	<p>Draw sketch maps and plans using agreed symbols for a key</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and help to describe features observed</p> <p>Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey map) to build their knowledge of the United Kingdom and the wider world</p>	<p><u>Gather Information:</u></p> <ul style="list-style-type: none"> • Answer geographical questions • Record findings from fieldtrips • Use appropriate terminology <p><u>Sketching:</u></p> <ul style="list-style-type: none"> • Draw sketches from observation including descriptive labels <p><u>Audio/Visual:</u></p> <ul style="list-style-type: none"> • Use a camera and select views to photograph • Locate position of a photo on map 	<p><i>See individual topic plans for key vocabulary</i></p>
Year 4	<p>Name and locate the counties and major cities of the UK</p> <p>Recognise important landmarks from around the UK*</p> <p>Identify the main geographical regions of the UK</p> <p>Identify the major rivers, mountain areas, forests and coastal areas of the UK</p> <p>Identify and locate the longest rivers in the world – compare</p> <p>Identify the position and significance of the Equator, N. and S. hemisphere, Tropics of Cancer and Capricorn</p>	<p>Understand and describe the ‘journey’ of a river from source to sea</p> <p>Describe and show an understanding of the water cycle</p> <p>Identify the different ways in which rivers are use by people</p> <p>Explore different types of settlement in the UK (urban and rural) and land-use patterns and how these have changed over time</p> <p>Explain how people try to sustain environments</p>	<p>Use standardised symbols and a key</p> <p>Use an ordinance survey map</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid references</p>	<p><u>Gather Information:</u></p> <ul style="list-style-type: none"> • Ask geographical questions • Use a simple database to present findings from fieldwork <p><u>Sketching:</u></p> <ul style="list-style-type: none"> • Draw an annotated sketch from observation • Include explanatory labels and indicate direction <p><u>Audio/Visual:</u></p> <ul style="list-style-type: none"> • Use a camera independently • Add titles and labels to photos, including location information • Consider how photos provide useful evidence 	<p><i>See individual topic plans for key vocabulary</i></p>

UKS2	Locational Knowledge	Human & Physical Geography	Atlas / Map Work (incl. Describing Direction)	Fieldwork	Geographical Vocabulary
Year 5	<p>Locate the main countries in Europe and North and South America. Locate and name main cities</p> <p>Locate the Alps region in Europe in relation to surrounding countries and other regions</p> <p>Know the vegetation and climate of the Alpine mountains</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian.</p>	<p>Identify and describe the key physical features of: glacial areas, desert plateaus and rainforests</p> <p>Describe how the Grand Canyon was formed</p> <p>Describe and identify the key physical and human features of the Alps, Grand Canyon and Amazon Basin: vegetation, climate, land use, economic activity</p> <p>Make comparisons to the UK and our local region</p> <p>Explain the effect of tourism activity on the environment and local people and suggest ways to improve it: the Alps, Grand Canyon and Amazon Basin</p>	<p>Use atlases to find out other information.</p> <p>Produce own scaled maps</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four/six figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Understand what a topographical map shows and begin to use them</p>	<p><u>Gather Information:</u></p> <ul style="list-style-type: none"> Use a database to record/ amend information collected Use graphs to display data collected <p><u>Sketching:</u></p> <ul style="list-style-type: none"> Use sketches as evidence when field sketching Annotate sketches to describe and explain geographical processes and patterns <p><u>Audio/Visual:</u></p> <ul style="list-style-type: none"> Use photographic evidence in their investigations 	<p><i>See individual topic plans for key vocabulary</i></p>
Year 6	<p>Confidently locate a variety of countries across the world</p> <p>Drawing on knowledge gained across KS2, confidently identify major cities and key physical and human features across the world</p> <p>Identify and locate different biomes of the world</p> <p>Locate key world mountains and ranges on different continents</p> <p>Identify the Ring of Fire on a world map as well as main active, dormant and extinct volcanoes around the world</p> <p>Identify the position and significance of: latitude, longitude, equator, North and Southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, the prime/Greenwich Meridian and time zones</p>	<p>Understand the features of biomes including: vegetation, climate and wildlife</p> <p>Understand the role of the water cycle in a biome</p> <p>Understand and explain the impact of human activity on world climates and biomes</p> <p>Evaluate the effectiveness and impact of environmental schemes in place to sustain and improve environment, including eco-tourism</p> <p>Understand plate tectonics and how these create mountains, earthquakes and volcanoes</p> <p>Identify different types of mountains and describe their formation</p>	<p>Produce accurately scaled maps</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth</p> <p>Expand map skills to include non-UK countries</p>	<p><u>Gather information</u></p> <ul style="list-style-type: none"> Select appropriate methods for data collection Evaluate the quality of evidence collected and suggest improvements <p><u>Sketching</u></p> <ul style="list-style-type: none"> Evaluate their sketch against set criteria and improve it <p><u>Audio/Visual</u></p> <ul style="list-style-type: none"> Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Evaluate the usefulness of the images 	<p><i>See individual topic plans for key vocabulary</i></p>

EARLY YEARS FOUNDATION STAGE (EFYS)

For our youngest pupils, Geography is guided by the Early Learning Goals outlined within the Statutory framework for the Early Years Foundation Stage. Geography is taught within the continuous provision providing varied opportunities to apply this understanding to make sense of the world around them.

WHAT DOES GEOGRAPHY TEACHING LOOK LIKE AT ST MARY'S?

At St Mary's, Geography lessons are engaging and use high-quality teaching resources. Vocabulary is at the heart of all lessons, with teachers spending focused time at the beginning of each session to ensure children have the necessary vocabulary to access their learning. High quality questioning and discussion is vitally important in all lessons. Children have the opportunity to work individually, in partners or with a group.

All classrooms have age and stage appropriate maps and globes on display. Children regularly access key stage appropriate atlases and also use digital mapping software such as Google Earth and Digimap for Schools in lessons.

In each lesson, previous learning is recapped through 'Regular Recall'. This can reflect learning from the previous lesson, previous topic and previous Key Stage. This may be done verbally, on a whiteboard or on specific sheets depending on the year group.

Throughout lessons, children are encouraged to make links to previous learning. This is especially important for allowing children to make links and consider similarities and differences between places and people around the world.

CROSS-CURRICULAR LINKS

Links in the wider curriculum have been carefully considered to allow pupils to maximise and enrich their learning in Geography. For example, in all classes, English writing, Art and DT units throughout the year make specific links to Geography topics. This approach provides further opportunities for the children to demonstrate their knowledge and understanding in a range of different ways including written and creative arts.

WHAT DO CHILDREN'S BOOKS LOOK LIKE?

Across both Key Stages, children's Geography books contain a range of activities, largely on copied tasks stuck into their books. Photographs may be used to show group activities or work with maps and atlases.

Children's written work reflects the age and stage of the children. For example, in Year 1, children could be asked to label a picture using simple vocabulary to describe what they can see. This progresses to children in UKS2 being able to produce their own project based on an enquiry question.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

The Geography curriculum at St Mary's is inclusive: children with SEND can access the curriculum. Teachers will adapt teaching to meet the individual needs of children with SEND as outlined in their IEP or EHCP, in which learning needs and individualized targets are set in conjunction with the SENDCo and parents. Adaptations may include modified tasks, the effective use of resources or appropriate deployment of support staff/ teacher time.

ASSESSMENT

Topic front cover sheets allow children to demonstrate their knowledge and understanding from across a topic. These are stuck in exercise books at the start of each new topic.


Teachers encourage children to complete these regularly, for example at the start of each lesson reflecting on their learning from their previous lesson. These are used to assess children's understanding.


Teachers use regular recall questioning to ensure children have retained 'sticky knowledge' from each topic.


Assessment of children's progress in Geography is ongoing and formative. Children are assessed against End of Year Expectations annually.

Year 2—Autumn Term 2

Our Local Area Compared to Kenya



Key Enquiry Questions: 

<p>1. Where is our school?</p> <hr/> <hr/> <hr/> <hr/>	<p>2. What's it like in our local area?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. What shops do we have in our area?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>4. What is it like in Kenya?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>5. How is life in Kenya different to my life?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

MONITORING

We monitor the impact of the St Mary's Geography curriculum through our ongoing monitoring cycle, which involves:

- Learning walks
- Book scrutinies
- Pupil interviews
- Regular engagement with Local Authority and BWCET training