



Geography at St Mary's – Curriculum Overview

Purpose of study

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. Teaching should 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 pupils progress, 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. 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.

Aims - The national curriculum for geography 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

Skills Progression:

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

[See Skills Progression Grid EYFS – Year 6 for progression map of skills throughout the school]

- Locational knowledge
- Human and physical
- Mapwork
- Fieldwork

'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 they are used to assess children's progress in Geography at the end of each term.

Key Stage 1

Subject content:

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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.

Objectives:

Locational knowledge	name and locate the world's 7 continents and 5 oceans
	name, locate and identify characteristics of the 4 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 United Kingdom 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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
	key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical skills and fieldwork	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 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
	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

Key Stage 2

Subject content:

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.

The World's Most Significant Human and Physical Features:

What do we want children to know about by the end of KS2?

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 • Volcanoes – Vesuvius, Mount St.Helens, Iceland, Paricutin in Mexico

Objectives:

Locational knowledge	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)
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:
	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
Geographical skills and fieldwork	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.