

<u>Intent:</u>

It is our intent for the Geography element of our school curriculum to inspire pupils with 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. We want our children to gain confidence and practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Implementation:

To ensure high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as part of class Research Projects, focusing on knowledge and skills stated in the National Curriculum. When teaching geography, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. Geography teaching focuses on enabling children to think as geographers. A variety of teaching approaches are used based on the teacher's judgement. Geography provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces.

The progression of skills is set out in order to build and develop the following:

- Making sense of the world around them.
- Identifying physical and human features.
- Comparing UK cities with non-European cities.
- Using field work and mapping technologies to locate and describe features.

Lessons will develop children's long term memory by allowing for repetition of learning within the year and year on year. The use of knowledge organisers aids teachers in planning their knowledge and skills and students in understanding the expectations by the end of the unit.

Impact:



Children at St Luke's will learn to work and talk like a geographer. They will aim to achieve age related expectations in geography at the end of the year. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning. Children have many opportunities to experience geography on educational visits. The children explore the local area including orienteering within the school grounds. Local museums provide an opportunity to further geography learning, as well as using map reading skills during residential trips and online map reading resources.

CULTURAL CAPITAL

Life skills are taught and embedded in geography. Children are taught to be resilient, assertive and to be confident learners. They develop their communication and social skills through debates and discussion within the classroom. Communication skills are developed through talk partners. They also learn to problem solve and manage time, through engagement with tasks and challenges. Map skills are explicitly taught.

Children learn about areas of significant geographical interest. In addition, they will learn about famous geographers such as Charles Francis Richter and Giuseppe Mercalli, and the knowledge about physical geography about earthquakes shared through their work. Children take part in fieldwork to a place of local interest (Year 3 Lowton). They will use computer software to identify places in the world and understand their key physical and human characteristics. Children learn about famous events, for example, the volcanic eruption that occurred in Vesuvius in 79AD.



<u>Geography Long Term Plan</u>

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Local Area - Where we live.		Maps - England. China-identify on	Spring - What we see	Our Natural Environment	Summer - What we see
	Autumn – What		a map (CNY)		(Martin Mere)	
	we see		Winter - What we			
			see			
<u>Year 1</u>			Our School and		We Are	Britain
			Local Area			
<u>Year 2</u>		London	Oceans and			Local Area
		Historical map work and geographical features (Great Fire of London)	Seas			Study (Former toffee factory site)
<u>Year 3</u>	Brazil and the	Changing	Stone Age a	nd Iron Age	Rom	ans
	Rainforest	Geography of the UK	(Maps, settlemen	ts and land use)	(Map work - Sprea	d of Roman Empire)
Year 4	Natural		Anglo Saxon	s and Vikings	Topograph	ical Study
	Disasters		(Maps, settlements	and place names)	(Rivers, hills, mou	
<u>Year 5</u>	Comparing		Greece		Local Area	
	People and		(Physical Geography and Location)		(Historical map work	
	Places		ana Location)		and geographical features - Victorian	
	(Physical Geography and Location)				Lowton)	
<u>Year 6</u>		Mayans – Physical Geography and Location	Earth Matters		WWI and WW2 (Map Analysis and Land Ownership)	



	National	Curriculum Content			
<u>EYFS</u>	 ELG: People, Culture and Communities at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and s when appropriate s maps. ELG: The Natural World Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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; - 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; - 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 and changing states of matter. 				
	Autumn	<u>Spring</u>	<u>Summer</u>		
<u>Year 1</u>		Our School and Local Area <u>Place Knowledge</u> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	We Are Britain <u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas		
	Geographical Skills and Fieldwork 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.Human and Physical Geography Human and Physical Geography Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, orean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house,				



		Use simple fieldwork and observational	office, port, harbour and shop
		skills to study the geography of their	55 . 1
		school and its grounds and the key human	Geographical Skills and Fieldwork
		and physical features of its surrounding	Use world maps, atlases and globes
		environment.	to identify the United Kingdom and
			its countries
Year 2	London	Oceans and Seas	Local Area Study
· · · · · · · · · · · · · · · · · · ·	Geographical Skills and Fieldwork	Locational Knowledge	Human and Physical Geography
	Use world maps, atlases and globes to identify	Name and locate the world's seven	Use basic geographical vocabulary
	the countries, continents and oceans studied at	continents and five oceans	to refer to:
	this key stage.		Key physical features, including:
	JJ	<u>Place Knowledge</u>	beach, cliff, coast, forest, hill,
		Understand geographical similarities and	mountain, sea, ocean, river, soil,
		differences through studying the human	valley, vegetation, season and
		and physical geography of a small area of	weather
		the United Kingdom, and of a small area	
		in a contrasting non-European country.	
		<u>Human and Physical Geography</u>	
		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	
		Geographical Skills and Fieldw ork	
		<u>Geographicus Skuis unu recurrork</u>	



		Use world maps, atlases and globes to	
		identify the countries, continents and	
		oceans studied at this key stage.	
<u>Year 3</u>	Brazil/Changing Geography of the UK		Romans
	Locational Knowledge		Locational Knowledge
	Locate the world's countries, using maps to		Name and locate counties and cities
	focus on South America, concentrating on the		of the United Kingdom, geographical
	environmental regions, Key physical and		regions and their identifying human
	human characteristics and major cities.		and physical characteristics and
			land-use patterns; and understand
	<u>Place Knowledge</u>		how some of these aspects have
	Understand geographical similarities and		changed over time
	differences through the study of human and		
	physical geography of a region of the United		Human and Physical Geography
	Kingdom.		Human geography, including: types
	Understand geographical similarities and		of settlement and land use, economic
	differences through the study of human and		activity including trade links, and
	physical geography of a region of South		the distribution of natural resources
	America.		including energy, food, minerals and
			water.
	Human and Physical Geography		
	Describe and understand key aspects of:		<u>Geographical Skills and Fieldwork</u>
	Physical geography including rivers.		Use maps, atlases, globes and
			digital/computer mapping to locate
	Human geography, including: types of		countries and describe features
	settlement and land use, economic activity		studied.
	including trade links, and the distribution of		Use fieldwork to observe, measure,
	natural resources including energy, food,		record and present the human and
	minerals and water		physical features in the local area
			using a range of methods, including
	Geographical Skills and Fieldwork		sketch maps, plans and graphs, and
	Use maps, atlases, globes and digital/computer		digital technologies



	mapping to locate countries and describe		
	features studied.		
<u>Year 4</u>	Natural Disasters		Topographical Study
	Locational Knowledge		Locational Knowledge
	Locate the world's countries, using maps to		Name and locate counties and cities
	focus on Europe (including the location of		of the United Kingdom, geographical
	Russia) and North and South America,		regions and their identifying human
	concentrating on their environmental regions,		and physical characteristics, key
	key physical and human characteristics.		topographical features (including
			hills, mountains, coasts and rivers),
	Human and Physical Geography		and land-use patterns; and
	Describe and understand key aspects of:		understand how some of these
	Physical geography, including: volcanoes and		aspects have changed over time
	earthquakes.		' 5
	,		<u>Human and Physical Geography</u>
	Geographical Skills and Fieldwork		Describe and understand key aspects
	Use maps, atlases, globes and digital/computer		of:
	mapping to locate countries and describe		Physical geography, including:
	features studied.		rivers, mountains.
	5		,
			Geographical Skills and Fieldwork
			Use maps, atlases, globes and
			digital/computer mapping to locate
			countries and describe features
			studied.
Year 5	Comparing People and Places	Greece	Local Study (Victorian
	Locational Knowledge	Locational Knowledge	Lowton)
	Locate the world's countries, using maps to	Locate the world's countries, using maps to	
	focus on Europe (including the location of	focus on Europe (including the location of	<u>Human and Physical Geography</u>
			Describe and understand key aspects



	Russia) and North America, concentrating on	Russia) and North America, concentrating	of: Physical geography, including:
	their environmental regions, key physical and	on their environmental regions, key	rivers, mountains.
	human characteristics, countries, and major	physical and human characteristics,	Human geography, including: types
	cities.	countries, and major cities.	of settlement and land use, economic
		u u u u u u u u u u u u u u u u u u u	activity including trade links, and
	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	the distribution of natural resources
	Understand geographical similarities and	Describe and understand key aspects of:	including energy, food, minerals and
	differences through the study of human and	Physical geography, including: rivers,	water.
	physical geography of a region of the United	mountains.	
	Kingdom, a region in a European country, and	Human geography, including: types of	Geographical Skills and Fieldwork
	a region within North America.	settlement and land use, economic activity	Use maps, atlases, globes and
		including trade links, and the distribution	digital/computer mapping to locate
	<u>Human and Physical Geography</u>	of natural resources including energy,	countries and describe features
	Describe and understand key aspects of:	food, minerals and water.	studied.
	Physical geography, including: rivers,		
	mountains.	<u>Geographical Skills and Fieldwork</u>	
	Human geography, including: types of	Use maps, atlases, globes and	
	settlement and land use, economic activity	digital/computer mapping to locate	
	including trade links, and the distribution of	countries and describe features studied.	
	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.		
<u>Year 6</u>	<u>Mayans</u>	<u>Earth Matters</u>	<u>WV1 and WV2</u>
	Locational Knowledge	<u>Locational Knowledge</u>	Human and Physical Geography
	Identify the position and significance of	Identify the position and significance of	Describe and understand key aspects
	latitude, longitude, Equator, Northern	latitude, longitude, Equator, Northern	of:
	Hemisphere, Southern Hemisphere, the Tropics	Hemisphere, Southern Hemisphere, the	Physical geography, including:
	of Cancer and Capricorn, Arctic and Antarctic	Tropics of Cancer and Capricorn, Arctic	climate zones, biomes and



Cimple the Drime (Crean wish M	amidian and time land Antam	tia Cimple the Drime (Comensurial	mastation holts and the sumtan sucle
Circle, the Prime/Greenwich M		tic Circle, the Prime/Greenwich	vegetation belts and the water cycle.
zones (including day and nigh	rt) Meridian a	nd time zones (including day	
	and night)		<u>Geographical Skills and Fieldwork</u>
<u>Human and Physical Geograp</u>	hy		Use the eight points of a compass,
Describe and understand key of	aspects of: <u>Human an</u>	<u>d Physical Geography</u>	four and six-figure grid references,
Physical geography, including	: climate zones, Describe ar	rd understand key aspects of:	symbols and key (including the use
biomes and vegetation belts ar	rd the water Physical ge	eography, including: climate	of Ordnance Survey maps) to build
cycle.	zones, bior	nes and vegetation belts and the	their knowledge of the United
	water cycle	2.	Kingdom and the wider world.
			Use fieldwork to observe, measure,
	Geographic	cal Skills and Fieldwork	record and present the human and
	Use the eig	ht points of a compass, four	physical features in the local area
	and six-fic	gure grid references, symbols	using a range of methods, including
	and key (ir	rcluding the use of Ordnance	sketch maps, plans and graphs, and
			digital technologies.
	the United	Kingdom and the wider world.	5 5
		ork to observe, measure, record	
	and presen	t the human and physical	
	features in	the local area using a range of	
	-	rcluding sketch maps, plans and	
		d digital technologies.	



		Progres.	sion of Skills			
Reception	<u>Year 1</u>	Year 2	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Locational Kr	owledge			·		
- Name where they live and identify the united kingdom on a map, with support.	-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	-Name and locate the world's seven continents and five σceans	- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time - Locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, Key physical and human characteristics and major cities.	-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. - Name and locate counties and cities of the United Kingdom, 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 aspects have changed over time	- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)



						1
Place Knowled	lge					
- Understand that there are lots of different countries, other than the one that we live in.	- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	-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.	-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. -Understand geographical similarities and differences through the study of human and physical geography of a region of South America.		-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 America.	
	hysical Geography					
- With support use vocabulary to refer to key physical features.	-Use basic geographical vocabulary to refer to: Key physical features, including: basch cliff const	-Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation	-Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of	-Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes. Describe and	-Describe and understand key aspects of: Physical geography, including: rivers, mountains. Human geography	-Describe and understand key aspects of: Physical geography, including: climate zones, biomes and ungetation belts and
	beach, cliff, coast, forest, hill,	to the Equator and	distribution of natural resources	Describe and understand key	Human geography, including: types of	vegetation belts and the water cycle.



	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	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	including energy, food, minerals and water. Describe and understand key aspects of: Physical geography including rivers. -Human geography, including rivers. -Human geography, including rivers of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	aspects of: Physical geography, including: rivers, mountains.	settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	
Communhical	Skille and Fieldum					
	Skills and Fieldwo				1	
- Use simple	-Use simple	-Use w orl d maps,	-Use maps, atlases,	-Use maps, atlases,	- Use maps,	- Use the eight
directional	compass directions	atlases and globes to	globes and	globes and	atlases, globes and	points of a compass,
language to	(North, South, East and West) and	identify the	digital/computer	digital/computer	digital/computer	four and six-figure
follow a map,	locational and	countries, continents and oceans studied	mapping to locate countries and	mapping to locate countries and	mapping to locate countries and	grid references, sumbols and key
with support.	directional	at this key stage	describe features	describe features	describe features	symbols and key (including the use of
	language for	ui uiis rey suige	studied.	studied.	studied.	Ordnance Survey
	example, near and		Use field work to	- Use maps, atlases,	Summen.	maps) to build their
	far; left and right,		observe, measure,	globes and		knowledge of the
	to describe the		record and present	digital/computer		United Kingdom and



location of features	the human and	mapping to locate	the wider world.
and routes on a	physical features in	countries and	Use fieldwork to
map.	the local area using	describe features	observe, measure,
-Use aerial	a range of methods,	studied.	record and present
photographs and	including sketch		the human and
plan perspectives to	maps, plans and		physical features in
recognise	graphs, and digital		the local area using
landmarks and	technologies.		a range of methods,
basic human and	- Use maps,		including sketch
physical features;	atlases, globes and		maps, plans and
devise a simple	digital/computer		graphs, and digital
map; and use and	mapping to locate		technologies.
construct basic	countries and		Ŭ
symbols in a key.	describe features		
-Use simple	studied.		
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.			
- Use world maps,			
atlases and globes			
to identify the			
United Kingdom			
and its countries			