

Geography at St Lawrence C of E Primary School

Aims of the National Curriculum:	School Intent:
<p>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.</p> <p>□ Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>□ Understand the processes that give rise to key physical & human geographical features, how these are interdependent and how they bring about variation and change over time</p> <p>□ Understand the processes that give rise to key physical & human geographical features, how these are interdependent and how they bring about variation and change over time</p> <p>□ Understand the processes that give rise to key physical & human geographical features, how these are interdependent and how they bring about variation and change over time</p> <p>□ Are competent in the geographical skills needed to collect, analyse and communicate data; interpret a range of sources; communicate geographical information in a variety of ways</p>	<p>We believe that a rounded understanding of the world in which we live is vital if our children are to make informed decisions as they grow up. We want all children to appreciate similarities and differences between different areas of our country, our continent and our planet, and begin to understand the effect that these have on everyday lives in these places. They will be taught about key features of physical geography, including rivers, mountains, rainforests, volcanoes and climate, learning both the processes behind them and the impact that they have on human environments.</p> <p>We also believe that locational knowledge - the ability to use and identify places on maps and globes - is crucial. All children should leave our school knowing where they live and where that is situated in the world. They will be able to name and locate the seven continents and five oceans, as well as some of the countries and regions that they have studied (such as mountainous regions of Europe, Canada, Kenya, Egypt, Greece, Andes, London and River Thames).</p> <p>Finally, children will learn to behave like geographers, collecting information through fieldwork, data analysis, first- and second-hand accounts and map study. They will recognise the strengths and weaknesses of different sources of information, and use this to inform their own conclusions and decision making - both at school and in the wider world beyond.</p>

<u>Links to Learning in EYFS</u>	<u>Links to other subjects/curriculum areas</u>	<u>Experiences every child should have</u>
<p>Understanding the World - People and Communities</p> <p>□ Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding the World - The World</p> <p>□ 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 vary from one another.</p>	<p><u>History</u> - human settlements over time. <u>Science</u> - habitats and climate change <u>RE</u> - different cultures and religions. <u>DT</u> - exploring food from different cultures, creating models of physical features (e.g. volcanoes). <u>Computing</u> - use of internet for research, use databases/spread sheets to analyse and explore data. <u>Art</u> - art from different cultures - Kenya, Canada,</p>	

Skills Progression: Geography

Year group	Locations	Physical Themes	Human Themes	Understanding Places	Map & Atlas Work	Fieldwork & Investigations
Year 1	<ul style="list-style-type: none"> - Know where we live (name of town, country). - Name the capital of England - Name Europe and at least one other continent. - Identify the Indian and Atlantic Oceans. 	<ul style="list-style-type: none"> - Use appropriate physical themed vocabulary (eg. river, hill, mountain, forest, beach) 	<ul style="list-style-type: none"> - Use human themed vocabulary (eg. town, city, house, farm, village) - Recognise that life is different in different parts of both the UK and the world. 	<ul style="list-style-type: none"> - Describe particular locations, using words such as quiet, noisy, busy, built-up etc. - List two similarities and two differences between the UK and one other country. 	<ul style="list-style-type: none"> - Use a map to locate the UK, Kenya, Napton and Lyme Regis. 	<ul style="list-style-type: none"> - Recognise photographs and landmarks of the local area. NAPTON - Use photographs, stories and first-hand accounts to learn what it is like to live elsewhere in the world.
Year 2	<ul style="list-style-type: none"> - Locate and name the four countries and capitals of the UK. - Locate and name the seven continents and five oceans. 	<ul style="list-style-type: none"> - Use a wider range of physical themed vocabulary (eg. valley, vegetation, ocean). - Begin to describe and explain the weather. 	<ul style="list-style-type: none"> - Use a wider range of human themed vocabulary to describe places and regions (eg. port, harbour, factory, 	<ul style="list-style-type: none"> - List some similarities and some differences between the UK and one non-European other country. - Begin to suggest reasons for 	<ul style="list-style-type: none"> - Recognise and understand the four points of a compass, and use this language to describe relative positions 	<ul style="list-style-type: none"> - Recognise and describe the local area. (LEAMINGTON SPA) - Carry out a local study and discuss findings (this could be human or physical & could be recorded with photos).

			motorway, station).	these differences in terms of their physical and human geography.	(eg. Poles, equator, geography of UK). - Begin to use maps, atlases and globes to locate places.	- Use aerial photographs.
Year 3	<ul style="list-style-type: none"> - Name and locate cities, counties and regions of the UK. - Name and locate countries beyond Europe. 	<ul style="list-style-type: none"> - Describe climate zones, using the language of equator, north and south pole, Arctic and Antarctic circle, desert, tropical, polar regions. - Describe the causes and effects of at least two natural disasters (eg. volcanoes & earthquakes). - Describe key features of rivers (River Nile - source, 	<ul style="list-style-type: none"> - Describe at least different types of land use (e.g. housing, farms, commercial). - Begin to discuss the reasons why a particular place is suited to a particular use. 	<ul style="list-style-type: none"> - Describe similarities and differences (both physical and human) between UK and Egypt. - Begin to recognise how the environment can change over time. 	<ul style="list-style-type: none"> - Correctly use maps, atlases and globes to locate places being studied and describe their position. - Use the language of position and direction (eg. compass, north, south, east & west). - Begin to have a sense of 	<ul style="list-style-type: none"> - Collect information through fieldwork, some of which should take place off-site (eg. of quarry and Stone Age site). - Record an observation in at least two different ways. (eg. using maps, sketches, graphs, photos and digital data).

		tributary, delta)			scale, recognising how much further away some countries are than others.	
Year 4	<ul style="list-style-type: none"> - Name and locate cities, counties and regions of the UK. - Identify human and physical characteristics of the UK. - Name and locate European countries and South American country. 	<ul style="list-style-type: none"> - Describe the water cycle using appropriate vocab (evaporation, rainfall, condensation etc). - Recognise why the water cycle is vital for life on Earth. - Describe climate zones and vegetation belts (eg. savannah) - Identify longitude, latitude, the equator and hemispheres 	<ul style="list-style-type: none"> - Describe different types of land use and settlements, using language such as urban, rural, arable, commercial, residential. - Identify reasons why land is used in particular ways and link this to physical features 	<ul style="list-style-type: none"> - Describe similarities and differences between one European country and one South American country. - Understand interactions between physical and human geography. 	<ul style="list-style-type: none"> - Correctly use maps, atlases and globes, including Ordnance Survey maps of the local area to build-up geographic knowledge. - Understand and use keys and symbols to read maps. - Use 4 figure grid references 	<ul style="list-style-type: none"> - Draw information from a range of sources, including photos, video, maps, satellite images and eyewitness accounts. - Record an observation in several ways (maps, sketches, graphs, photos and digital data)

		<ul style="list-style-type: none"> - Describe key features of mountains (peak, summit, plateau) 				
Year 5	<ul style="list-style-type: none"> - Identify geographical regions of the UK and key topographical features (hills, rivers etc.) - Name and locate European countries and identify major cities. 	<ul style="list-style-type: none"> - Describe climate zones and vegetation belts (eg. rainforest, savannah, desert, icecaps) - Describe characteristic of seas and oceans around the British Isles. - Time zones. 	<ul style="list-style-type: none"> - Describe the key aspects of economic activity and trade links - Discuss the impact of trade on life in a particular area 	<ul style="list-style-type: none"> - Describe similarities and differences between regions of the world. - Understand the way that physical and human geography are related and change over time. 	<ul style="list-style-type: none"> - Correctly use a range of maps, atlases and globes to locate, investigate and describe rivers, mountains, cities, polar regions and countries. - Use the eight points of a compass to describe positions. 	<ul style="list-style-type: none"> - Record an observation in several ways (e.g. maps, sketches, graphs, photos and digital data). - Present data from observations and begin to draw conclusions independently.
Year 6	<ul style="list-style-type: none"> - Identify topographical features of the UK and begin to recognise how 	<ul style="list-style-type: none"> - Describe key features of a wide range of physical features (eg. 	<ul style="list-style-type: none"> - Describe the key aspects of economic activity, 	<ul style="list-style-type: none"> - Develop a deeper understanding of interactions between 	<ul style="list-style-type: none"> - Correctly use maps, atlases and globes, and recognise 	<ul style="list-style-type: none"> - Plan and carry out fieldwork to answer a given question.

	<p>they have changed over time.</p> <ul style="list-style-type: none"> - Name and locate countries in South America. - Locate major cities and regions in these countries. 	<p>rivers, mountains, volcanoes, earthquakes, cities, rainforests).</p> <ul style="list-style-type: none"> - Describe climate zones and vegetation belts and explain how these are related to latitude, the tropics, the poles, proximity of oceans etc. 	<p>migration and trade links and recognise similarities and differences in these across a range of countries / regions.</p> <ul style="list-style-type: none"> - Describe the distribution of natural resources (energy, food, minerals and water) and the effect this has on lives. 	<p>physical and human geography (e.g. the impact that humans are having on the planet and the long-term consequences)</p>	<p>what these do and don't tell you about life in a certain place.</p> <ul style="list-style-type: none"> - Compare different map projections (particularly on maps of the world). - Use four- and six-figure grid references to describe and share locations. 	<ul style="list-style-type: none"> - Record observations using maps, sketches, graphs, photos and digital data - Present data and conclusions in a range of ways, including graphs, diagrams, extended writing, maps and presentations.
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Knowledge Progression: Geography

<u>Year group</u>	<u>Fire and Ice</u>	<u>Discovery and Design</u>	<u>Journeys and Conflicts</u>
<u>Year 1</u>	<p><u>Africa</u></p> <ul style="list-style-type: none"> - Local area study - Napton - Locating UK on world map - Name continents - specifically Europe and Africa - Locating Kenya on world map, name capital city. - Compare weather in UK to area of Kenya - Compare way of life in Kenya with UK - houses, culture, etc. - Identify human and physical features of Kenya. - Identify habitats of Kenya and animals found there. 	<p><u>Toys and Transport</u></p>	<p><u>Seaside/Holidays</u></p> <ul style="list-style-type: none"> - Look at maps of the world to locate UK, Europe and one other continent. - Locating oceans which surround the UK - Atlantic - Locating and naming the countries of the UK. - Comparing two seaside locations of the UK. - Identifying human and physical features of a coastal area of the UK. - Locational study of Lyme Regis
<u>Year 2</u>	<p><u>London: Old and New</u></p> <ul style="list-style-type: none"> - Locate London on UK map - Identifying human features of London (famous landmarks) - Use of maps and positional language to travel round London - Focus on River Thames 	<p><u>Industrious Victorians</u></p> <ul style="list-style-type: none"> - Locating European regions - Crimea - Location of local towns and villages. - Use of maps and positional language - Human geography features - buildings and roads - Physical geography features - rivers and springs 	<p><u>Explorers</u></p> <ul style="list-style-type: none"> - Locate and name the four countries of UK and capital cities using maps and atlases. - Location of world oceans. - Climate zones around the world - focus on changes between polar regions and equator. - Making own maps with a key of the local area. - Map work - modern cities Captain Cook travelled on his voyages.

			<ul style="list-style-type: none"> - Locating Canada and provinces on a variety of maps and atlases. - Focus on BC - human and physical features of BC.
<u>Year 3</u>	<u>Active Earth</u> <ul style="list-style-type: none"> - Fieldwork study of school grounds - Structure of the Earth - Earthquakes - causes, impact, human response - Earthquake case study - Japan - Tsunami's - how they are formed and impact - Tsunami case study - 2004 or 2011 - Volcanoes - how they are formed, impact on landscape and people - Wild Weather - tornadoes, focus on North America - Impact of climate change on populations - Local area study - structure of earth locally 	<u>Egyptians</u> <ul style="list-style-type: none"> - Locating Egypt on a variety of maps, atlases and globes. - Locating major rivers - focus on the Nile. Describe the features of the River Nile. - Understanding climate in north Africa, comparison to UK. - Understanding land use during Ancient Egyptian era. - Specific location of land marks - use of maps and positional language. 	<u>Early Settlers</u> <ul style="list-style-type: none"> - Settlements and land use of Britain, including farming, hill forts. - Impact of climate change on early Britain. - Discovering where Beaker people originated - looking at maps/atlasses. - Looking at reasons why people settled in certain places.
<u>Year 4</u>	<u>Glaciers</u> <ul style="list-style-type: none"> - Water on Earth - where is it found? - Water cycle - Mountains - locating mountain ranges around the world on map - Glaciers - how they are formed, features, impact on landscape and peoples - Glacier case study - comparing European and South American glacier 	<u>Ancient Greeks</u> <ul style="list-style-type: none"> - Locating Greece on a variety of maps, atlases and globes. - Understanding position in relation to other European countries. - Locating and using correct vocabulary to describe mountainous region (Mount Olympus). - Explore the design and layout of human geography - city of Athens. 	<u>Anglo Saxons and Vikings</u> <ul style="list-style-type: none"> - Map work identifying areas of Britain in Anglo-Saxon times. - Geographical features linked to place names, specifically within local area. - Locating where Vikings originated. - Focus on Viking raids of Lindisfarne - why was this a geographically significant place to attack?

	<ul style="list-style-type: none"> - Valleys shaped by glaciers and erosion - Climate change - impact on glaciation 	<ul style="list-style-type: none"> - Land use within a southern European country taking into consideration climate and seasons. - Locating and mapping specific landmarks. 	
<u>Year 5</u>	<u>Polar Exploration</u> <ul style="list-style-type: none"> - Identify and locate climate zones around the world - Locate lines of longitude, latitude, equator, tropics - Study of times zones with particular focus on poles - Locating North and South poles and comparing landscape - Land use within polar regions 	<u>Romans in Britain</u> <ul style="list-style-type: none"> - Locating Rome, Italy and UK with a variety of maps, atlases and globes. - Understanding of scale and distance. - Knowledge of European and British oceans and seas. - Timeline of land use and exploring reasons for its changing use. - Mapping trade routes, linking to distribution of resources. - Geography of ancient land marks of the UK. 	<u>WWII</u> <ul style="list-style-type: none"> - Identifying and locating countries in Europe using maps, atlases and globes - More focused study of allies and Axis countries - marking these on maps and comparing pre and post war maps of Europe. - Local area focus - Coventry
<u>Year 6</u>	<u>Extreme (Weather and Climate)</u> <ul style="list-style-type: none"> - Define different types of extreme weather - Fieldwork study - local weather, including measuring daily temperatures and rainfall - Causes, impact, prevention of flooding. - Local study of flooding - River Avon - Case Study - Storm Daniel, linked to flooding 	<u>Maya</u> <ul style="list-style-type: none"> - Knowledge of the countries of North, South and central America. - Physical features of central America - rainforest, lowlands, mountains and rivers. - Knowledge of Mayan city locations - comparison to other cities studied throughout KS2. 	<u>Migration</u> <ul style="list-style-type: none"> - Countries of the British Empire - Explanation of migration in its different forms - Mapping journeys across oceans. - Comparing life in Empire countries to Britain. - Refugees - location, modern migration routes.

	<ul style="list-style-type: none">- Causes, impact, prevention of draught- Causes, impact, prevention of wildfires.- Locating areas of flooding, draught, wildfires on world maps, link with climate zones.- Climate Change - what is it, why does it matter, impact, what can we do?		
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