

St Mary's RC Primary School Geography Curriculum

AIMS

The National Curriculum for Geography (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.
- Children 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.

CURRICULUM AND SUBJECT CONTENT

The programmes of study for History are set out year-by-year for key stages 1 and 2 in the National Curriculum (2014) and objectives broadly follow the Lancashire Schemes of Work. Class teachers are responsible for ensuring that all the relevant statutory content is covered within the school year from Years 1-6. The national curriculum gives a full breakdown of the statutory content to be taught within each unit. Non-statutory guidance is also provided which staff members are encouraged to use.

GEOGRAPHY TOPICS BY YEAR GROUP

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Land Ahoy! (Pirates)		Fire & Ice (Hot & Cold regions)	Memory Box (UK countries and cities)	Outdoor Adventures (Maps)	
2			Explorers (Continents & Oceans)		Enchanted Woodland (Local nature & environments)	Beach Detectives (Compare and contrast UK and abroad)
3					Mr McGregor's Garden (Fieldwork of local area)	The Lakes (Rivers, Lakes, Mountains, etc)
4		The Misty Mountains (Geographical natural features)	Terracotta Warriors (Geographical regions)	Land of the Pharaohs (Travel, agriculture and the River Nile)		
5	How to Train Your Dragon (European countries, geographical regions and land use)		Around the World in 80 Days (World continents/compass and grid references)			
6	The Great Exhibition (Fieldwork)			Amazon Adventures (Locate world countries, tropics, biomes, topographical features)		

GEOGRAPHY WITHIN THE CURRICULUM

Key Stage 1

Class teachers must ensure that pupils develop knowledge about the world, the United Kingdom and their locality. They should 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.

Pupils should be taught to:

- 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.
- 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.
- 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
- 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

Pupils should 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. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- 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, countries, and major cities.
- 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.
- 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).
- 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 in North or South America.

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.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the 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.