Geography Scheme of Work & Skills and Knowledge Progression

Key Stage 1 and Key Stage 2

The INTENT of our Geography Curriculum

Geography Statement of Intent

'The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together'. –Barack Obama.

At St Meryl we are committed to instilling the British values of tolerance and respect through all we do and this is central to our geography curriculum. The curriculum has been carefully tailored to explore both the regions set out in the national curriculum and others around the world that are of interest to our children. We will explore the locality and culture of regions studied to ensure both respect and tolerance are fostered in all our children.

Skills and knowledge are developed through exploration of the four areas of geography in the national curriculum: locational knowledge, place knowledge, human and physical geography and geographical skills and field work. Where possible, all four areas are explored in each topic-we aim for children to be able to talk about the type of geographical learning they are taking part in. The curriculum has been carefully planned to ensure that skills are built upon as children progress through the school and that there are clear expectations for each year group.

We aim to use interactive resources to engage the children in their learning and see geography as a fascinating subject that explores the world around them. We therefore use a range of maps, atlases and globes in each lesson as well as various types of fieldwork equipment. As with other subjects, we want the children to be curious about our world and inspire a thirst in them for finding answers to the questions they raise. We know our children come to us from a range of backgrounds and some start with poorer language and communication skills. This is why presenting findings is a key skill within both key stages. This will allow children to focus on topic specific vocabulary and have the opportunity and dedicated time to listen to their peers.
Wherever possible, we make good links with other subjects especially, English, history, maths and science. This allows children to see geography as both a discrete subject in its own right but also a subject that links different areas of the curriculum as it links different areas of our world. It also aids the production of more extended pieces of writing as the children progress though the school.

Aims of the Geography Curriculum

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.

National Curriculum Programmes of Study:

KS1	Pupils should 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: **Locational knowledge** - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four 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.

KS2	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: **Locational knowledge** - 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) **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 the eight points of a compass, four and six-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.

Implementation: St Meryl School Geography Scheme of Work and Planning

Brief:

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Home Sweet Home – Carpenders Park and Watford		UK Weather Experts		Marvellous Maps	
YEAR 2	Polar Regions Arctic and Antarctic		Galapagos/Kenya		Marvellous Maps	
YEAR 3	The River Thames Basin		Deserts		Food Miles	
YEAR 4	Rivers and the Water Cycle		South America – Amazon Rainforest		Settlements and Land Use	
YEAR 5	Mountains		Volcanoes		Europe – The Mediterranean	
YEAR 6	North America – California and Earthquakes		Fair Trade		Protecting the Planet	

Geography Progression of Skills and Knowledge

YEAR 1	
Skills	1. Use maps and globes to locate the world's seven continents and five oceans. 2. Use maps and globes to locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 3. 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. 4. Record and present findings. 5. Devise a simple map and use and construct basic symbols in a key. 6. 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. 7. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
Knowledge	1. Name the world's seven continents and five oceans. 2. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 3. Understand geographical similarities and differences through studying the human and physical geography of the local area- Carpenders Park and Watford. 4. 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.
YEAR 2	
Skills	1. Use maps and globes to locate the world's seven continents and five oceans. 2. Use maps and globes to locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 3. Devise a simple map and use and construct basic symbols in a key. 4. 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. 5. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

	6. 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. 7. 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. 8. Record and present findings.
Knowledge	1. Name the four countries and capital cities of the United Kingdom and its surrounding seas. 2. Locate hot and cold areas of the world in relation to the Equator and the North and South Poles. 3. Name the world's seven continents and five oceans. 4. 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. 5. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (refer back to Y1 learning on Carpenders Park and Watford) and of a small area in a contrasting non-European country (The Antarctic and Galapagos).
YEAR 3	
Skills	1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 2. Use the four points of a compass, 2-figure grid references, and begin to use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 3. Use fieldwork to observe, measure, record and present the human and physical features in the local area-this can be through cross-curricular link with other subjects. 4. Record and present findings. 5. Use maps and globes to identify the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.
Knowledge	1. Name and locate countries, counties and 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 aspects have changed over time. 2. Describe and understand key aspects of human geography, including: types of economic activity including trade links, and the distribution of natural resources including food. 3. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers. 4. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

	5. Use maps, atlases, globes and digital/computer mapping to locate countries. 6. Use the eight points of a compass, basic grid references(4-6), and begin to use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 7. 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.
YEAR 4	
Skills	1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 2. Use the eight points of a compass, 4-figure grid references, and begin to use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 3. Use fieldwork to observe, measure, record and present the human and physical features in the local area through a trip to a water treatment plant. 4. Record and present findings.
Knowledge	1. Understand land-use patterns; and how some of these aspects have changed over time. 2. Name and locate countries, counties and 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. 3. Locate the world's countries, using maps to focus on Europe (including the location of Russia). 4. Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 5. Describe and understand key aspects of physical geography, including: rivers, mountains, the water cycle. 6. Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including minerals and water as part of a project to a particular country-Amazon (Brazil). 7. Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America.
YEAR 5	
Skills	1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 2. Use the eight points of a compass, 6-figure grid references, and begin to use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 3. 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 - this can be through cross-curricular link with other subjects. 4. Record and present findings.

	5. Use maps and globes to identify the position of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night).
Knowledge	1. Locate the world's countries, using maps to focus on Europe (including the location of Russia). 2. Name and locate countries, counties and cities of the UK, 3. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. 4. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes. 5. Understand land-use patterns; and how some of these aspects have changed over time. 6. Identify significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). 7. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.
YEAR 6	
Skills	1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 2. Use the eight points of a compass, 6-figure grid references, and begin to use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 3. 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 - this can be through cross-curricular link with other subjects. 4. Record and present findings.
Knowledge	1. Name and locate countries, counties and 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. 2. Understand land-use patterns; and how some of these aspects have changed over time. 3. Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 4. 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. 5. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals.