

Geography Curriculum

Ambitious topics, where appropriate linked to high-quality texts, are used to engage curious minds and appropriately challenge all children. An over-arching Big Question is asked at the beginning of the topic and answered by the end.

Intent

At St John's we want every child to complete a journey in geographical enquiry that will enable them to gain: deep knowledge of locations, places and geographic landscapes across the world; understand the conditions, processes and interactions that explain features, patterns and changes over time and space and apply the skills of observing, collecting, analysing, evaluating and communicating geographical information. Using our natural surroundings in Pebmarsh we can explore how nature compares with the rest of the UK and the wider world, including how the land is used and how it changes over seasons.

Implementation

Through the Geography curriculum, all children are provided with the opportunity to learn the location of places and regions across the globe and the key features and characteristics of these places. Through an understanding of aspects of both human and physical geography, pupils discover how places across the globe are both similar and different and how they are changing. They identify patterns in human and physical geography and understand the links between places, people and environments. Children learn that human and physical geography are intertwined through a concept known as environmental geography. Human, physical and environmental geography are studied at all scales, from localised regions to the wider world. As pupils develop their geographical knowledge and understanding, they also develop their geographical skills: using maps, atlases and globes as well as using directional language, a compass and understanding grid references and keys.

Children progress through humanities book provide multiple opportunities for children to not only demonstrate their geographical knowledge but also reflect on what knowledge and skills they require next to deepen their understanding of geographical concepts and the world around them.

Geography unit knowledge organisers within our 'Curiosity Envelopes' are shared with parents/carers at the start of a unit of study to spark engagement with Geography beyond school. These include key geographical terms and questions to spark curiosity for the unit ahead.

Impact

Pupils record their knowledge and understanding in a humanity book for each unit. The exercise books capture children's existing knowledge and also enable each pupil to reflect on new learning required throughout each lesson. As appropriate, a double-page spread provides an opportunity for children to showcase their developed geographical knowledge and understanding at the end of a unit. Children are then invited to engage in learning dialogues to share what they have learnt with their peers, teachers and/or leaders.

Excite-Embrace-Encourage-Excel-Let Your Light Shine

Geography Curriculum

Ambitious topics, where appropriate linked to high-quality texts, are used to engage curious minds and appropriately challenge all children. An over-arching Big Question is asked at the beginning of the topic and answered by the end.

Breadth of study

Key Stage 1

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

Key Stage 2

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within 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: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Excite-Embrace-Encourage-Excel-Let Your Light Shine

St. John Baptist School



Pehmarsh

Geography Curriculum

Ambitious topics, where appropriate linked to high-quality texts, are used to engage curious minds and appropriately challenge all children. An over-arching Big Question is asked at the beginning of the topic and answered by the end.





		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
EYFS		Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life.	Knows some of the things that make them unique. Talk about some of the similarities and differences in relation to friends or family.	Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work.	They talk about the features of their own immediate environment and how environments might vary from one another.	Shows care and concern for living things and the environment.	They know about similarities and differences between themselves and others, and among families, communities and traditions.
Milestone 1	Cycle A	My local area					The United Kingdom
	Cycle B	Kenya & Massai		Planet Earth			
Milestone 2	Cycle A	Climate Change		Europe & Italy			USA
	Cycle B			Amazon			UK Settlement
Milestone 3	Cycle A						Mapping the world
	Cycle B	Global challenges		Asia; mountains, earthquakes and volcanoes			

Excite-Embrace-Encourage-Excel-Let Your Light Shine



Geography Curriculum

Ambitious topics, where appropriate linked to high-quality texts, are used to engage curious minds and appropriately challenge all children. An over-arching Big Question is asked at the beginning of the topic and answered by the end.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 1	Cycle A	My local area 					The United Kingdom 
	Cycle B	Kenya & Massai 		Planet Earth 			

Excite-Embrace-Encourage-Excel-Let Your Light Shine






St. John Baptist School



Pehmarsh

Geography Curriculum

Ambitious topics, where appropriate linked to high-quality texts, are used to engage curious minds and appropriately challenge all children. An over-arching Big Question is asked at the beginning of the topic and answered by the end.

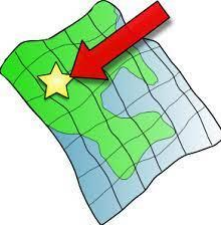


		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 2	Cycle A	Climate Change 		Europe & Italy 			USA 
	Cycle B			Amazon 			UK Settlement 

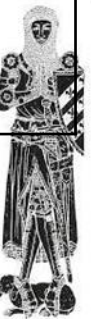
Excite-Embrace-Encourage-Excel-Let Your Light Shine



Geography Curriculum

Ambitious topics, where appropriate linked to high-quality texts, are used to engage curious minds and appropriately challenge all children. An over-arching Big Question is asked at the beginning of the topic and answered by the end.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 3	Cycle A						Mapping the world 
	Cycle B	Global challenges 		Asia; mountains, earthquakes and volcanoes 			



Geography Skill Progression

Geography progression across all milestones

Geography underpins a lifelong 'conversation' about the earth as the home of humankind.' (Geography Association)

Concept	Milestone 1	Milestone 2	Milestone 3
<p>Investigate places</p> <p>This concept involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • 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 continents and oceans. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.



Geography Skill Progression

Geography progression across all milestones

Geography underpins a lifelong 'conversation' about the earth as the home of humankind.' (Geography Association)

Concept	Milestone 1	Milestone 2	Milestone 3
<p>Investigate patterns</p> <p>This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p>	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of 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. • Identify land use around the school. 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.

Excite-Embrace-Encourage-Excel-Let Your Light Shine



Geography skill progression

Geography progression across all milestones

Geography underpins a lifelong 'conversation' about the earth as the home of humankind.' (Geography Association)

Concept	Milestone 1	Milestone 2	Milestone 3
<p>Communicate geographically</p> <p>This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> • 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Excite-Embrace-Encourage-Excel-Let Your Light Shine

St. John Baptist School



Pehmarsli

Geography Knowledge Progression

Geography knowledge progression across EYFS

Geography underpins a lifelong 'conversation' about the earth as the home of humankind.' (Geography Association)

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: People, Culture and Communities

Children 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 – when appropriate – 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;
- 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.

Excite-Embrace-Encourage-Excel-Let Your Light Shine

St. John Baptist School



Pehmarsh

Geography Knowledge Progression

Geography knowledge progression across milestone 1

Geography underpins a lifelong 'conversation' about the earth as the home of humankind.' (Geography Association)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 1	Cycle A	<p>My local area</p> <ul style="list-style-type: none"> -Learn about their school, and what it is like there -Learn what it is like in their local area through going on local walks -Explore what makes their local area significant -Explore where people live and work in their local area by looking at different types of homes and jobs -Understand what a map is and draw a map of the local area using symbols and keys -Explore things they like and do not like about their local area and suggest changes for the future 					<p>The United Kingdom</p> <ul style="list-style-type: none"> -Become familiar with maps of the United Kingdom and learn to recognise its shape -Locate the United Kingdom world map and a globe -Identify England, Northern Ireland, Scotland and Wales, as well as their capital cities -Locate their own town/city within the United Kingdom -Develop contextual knowledge of the location of significant places within the United Kingdom – including key physical and human features -Recognise the individual flags of the four countries, as well as the Union Jack and what it represents -Begin to develop an understanding of the concept of union
	Cycle B	<p>Kenya & Massai</p> <ul style="list-style-type: none"> -Understand where Kenya is located within the world and identify Kenya on a map and globe -Know some of the key human and physical features of Kenya -Know what the weather a climate are like -Explore the wildlife of Kenya -Discover what life is like in urban Kenya -Discover what life is like in rural Kenya -Compare life in urban and rural Kenya -Understand aspects of Kenyan culture -Compare regions of Kenya to their own locality 		<p>Planet Earth</p> <ul style="list-style-type: none"> -Learn the names of the world's seven continents and five oceans -Recognise and identify the world's seven continents and five oceans on a globe and on a world map -Understand the location and significance of the Equator, the Arctic and Antarctic Circles, and the Tropics -Identify hot and cold places around the world -Explore the key human and physical features of each of the seven continents 			

Excite-Embrace-Encourage-Excel-Let Your Light Shine

St. John Baptist School



Pebmarsh

Geography Knowledge Progression

Geography progression across milestone 2

Geography underpins a lifelong 'conversation' about the earth as the home of humankind.' (Geography Association)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 2	Cycle A	Climate zones and biomes(autumn 1) -Understand that climate zones are areas around the world with a similar climate -Discover seven key climate zones: polar, sub polar, temperate, Mediterranean, arid, tropical and equatorial -Understand the relationship between the position of a place on the globe and the climate in that place -Know that biomes are large regions that have certain types of plants and animals (flora and fauna) -Discover eight key biomes: savannah, desert, chaparral, grassland, tropical rainforest, boreal forest, deciduous forest and tundra -Understand how climate zones and biomes are linked -Know the location of biomes across the world -Discover how the flora and fauna of Europe are suited to life within the biomes of Europe -Understand the challenges faced by humans living in the biomes of Europe and how the land is adapted		Europe & Italy -Identify Europe on maps and on a globe -Discover the names, locations, flag and capital cities of the different countries within Europe -Understand the United Kingdom is part of Europe -Know that Europe can be separated into: northern, western, southern and eastern Europe -Identify the key physical features of different European countries -Identify the key human features of different European countries -Describe the shape and location of Italy -identify regions and major cities within Italy -Zoom in on Rome and the Lazio region of Italy -Discover the key human and physical features of Rome and the Lazio region -Investigate what life is like in modern-day Rome -Compare this region to their own locality		USA(summer 2) -Identify North America on maps and on a globe -Understand where the USA is located -Discover how and why the climate differs across the USA despite the -USA being a single country Identify and locate some of the key physical features of the USA -Identify and locate some of the key human features of the USA including the states, state capitals and significant man-made landmarks -Discover what life is like in California and compare this region to their own locality -Discover what life is like in Alaska and compare this region to their own locality -Discover what life is like in New York and compare this region to their own locality -Discover what life is like in Florida and compare this region to their own locality	



Geography Knowledge Progression

Geography progression across milestone 3

Geography underpins a lifelong 'conversation' about the earth as the home of humankind.' (Geography Association)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 3	Cycle A						Mapping the world -Investigate different maps of the world and discover what we can learn from them -Discover how and why maps are drawn investigate what the can learn about their own locality from a range of different maps -Use fieldwork to draw sketch maps of roads in their locality -Use field work to draw field sketches of areas within their locality -Plan and undertake fieldwork within their locality -Learn to present the data from fieldwork in an organised and useful way
	Cycle B	Global challenges -Discover what is meant by the term 'global citizen' -Understand how climate influences the way in which land is used -Discover what is meant by the term 'natural resource' -Investigate how we distribute the world's natural resources and question how and why this distribution is unequal -Explore the idea of 'overconsumption' -Understand how the world trades and investigate the idea of 'fair trade' -Investigate the global challenge of sustainability and how this impacts the globe -Investigate the global challenge of climate change and how this impacts the globe -Research key figures: Greta Thunberg, David Attenborough, Wangari Maathai and Isatou Ceesay -Investigate the global challenge of the movement of borders and people		Asia; mountains, earthquakes and volcanoes -Identify Asia on maps and on a globe -Identify and locate some of the key physical features across Asia -Understand the climate across Asia -Identify and locate some of the key physical features across Asia including countries and major cities -Explore the range of cultures and people across Asia -Understand how different mountain ranges form -Explore the Himalayas as a significant mountain range -Understand how volcanoes form and explore the different types of volcanoes -Explore how and why natural disasters occur -Understand the impact of volcanoes and other natural disasters on people through case studies -Compare these localities to their own			

Excite-Embrace-Encourage-Excel-Let Your Light Shine

St. John Baptist School



Pehmarsh

Geography underpins a lifelong 'conversation' about the earth as the home of humankind.' (Geography Association)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?	
Milestone 2	Cycle B			<p>Amazon: Rivers and Rainforests</p> <ul style="list-style-type: none"> -Identify South America on maps and on a globe -Know the 13 countries which make up South America (including French Guiana) -Understand the key human features of South America – countries, major cities, population and languages -Identify and locate the key physical features of South America – including the Amazon River and Rainforest -Understand how and why the climate differs across South America -investigate what life is like in Brazil -Discover what a rainforest is and where in the world tropical rainforests are located -Know that rainforests have different layers and that each layer has certain characteristics -Investigate who lives in the Amazon Rainforest – animals, plants and people -Discover what is happening to the Amazon Rainforest -Understand what a river is and where in the world different major rivers are located -Understand and identify the features of rivers -Discover how rivers shape the land -Understand how the Amazon and other rivers are used both positively and negatively -Discover what happens when a river floods -Compare this region to their own locality 			<p>UK Settlement (summer 2)</p> <ul style="list-style-type: none"> -Understand what mountains and hills are -Learn the names of and locations of key mountains, mountain ranges and hills across the United Kingdom -Understand what seas, coasts and rivers are -Learn the names and locations of seas, coasts and rivers surrounding/within the United Kingdom -Understand what a settlement is and that settlements can be urban or rural -Know the key land features looked for and valued by the earliest settlers -Understand the similarities and differences between hamlets, villages, towns and cities -Know the names of hamlets, villages, towns and cities within the United Kingdom -Know what a county is and the names of some of the counties of the United Kingdom -Understand the ways in which land can be used -Compare the way land is used in the different countries of the United Kingdom 	

