

## Geography Curriculum and Core skills

At St Mary's, children are given the opportunity to explore the amazing world around them in a geographical context. The wonderful grounds at St Mary's and the local village, act as a superb starting point for mapping, data collection and understanding direction. Children investigate the physical and human geography of their local area before looking at countries further afield. They will also be taught key geographical skills enabling them to develop their own geographical understanding further. The progression of geographical skills is clearly mapped out ensuring children are given a broad and balanced geographical knowledge and understanding.

### **WHY do we teach geography?**

**'Geography underpins a lifelong conversation about the earth as the home of human kind.'**

The Geography association.

Geography is fundamentally about understanding the planet we live on. At St Mary's we want children to gain a growing awareness and curiosity of their location on the planet, learn about and make connections with places that are increasingly distant from their home and gain an understanding of the idea of "Global Community." The concept of "Eco Awareness" and looking after the planet are fundamental and it is therefore vital that we develop a sense of "connectedness" within our children through their study of the subject. We want them to be able to explore the features of different localities through first hand experience or via the use of a range of media and draw similarities and differences from their own experiences and from their developing contextual knowledge.

We want children to be curious about their World.

### **HOW do we teach geography?**

The teaching and implementation of the geography curriculum at St Mary's is based on the National Curriculum and linked to topics to ensure a well structured approach to the subject. It is vitally important that children develop the skills of being a geographer by fully immersing them in all areas of the subject. Our local area and onsite field and woodlands are fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom fully embedded in practise. School trips are planned to enhance children's understanding of the world beyond their local area.

### **WHAT do we teach?**

- Where certain places are and what they are like.
- That places are interconnected and interdependent.
- The names and simple details of the processes that shape our planet.
- The value of enquiry and fieldwork, including observation and questioning of places and processes in order to understand them better. What is our intended end-point? What should children know and be able to do on leaving St Mary's?
- A secure understanding of where the places studied are and what they are like.

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- A secure understanding of the ways in which places are interconnected and interdependent and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- The ability to apply questioning skills and use effective analytical and presentational techniques.
  
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- The ability to use fieldwork skills
- A passion for Geography and a sense of curiosity to find out about the World and the people who live there.
- The ability to express well balanced opinions rooted in good knowledge and understanding about current and contemporary issues in society and the environment.

### **It is our intent that:**

*By the time a child leaves St Mary's Primary they will:*

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Be highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

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### Breadth

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"><li>• Investigate the world's continents and oceans.</li><li>• Investigate the countries and capitals of the United Kingdom.</li><li>• Compare and contrast a small area of the United Kingdom with that of a non-European country.</li><li>• Explore weather and climate in the United Kingdom and around the world.</li><li>• Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</li><li>• Use world maps, atlases and globes.</li><li>• Use simple compass directions.</li><li>• Use aerial photographs.</li><li>• Use fieldwork and observational skills.</li></ul>	<ul style="list-style-type: none"><li>• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</li><li>• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</li><li>• 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.</li><li>• Locate the geographic zones of the world.</li><li>• Understand the significance of the geographic zones of the world.</li><li>• 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).</li><li>• Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.</li><li>• Understand geographical similarities and differences through the study of the human and physical geography of a region or</li></ul>

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	<p>area within North or South America.</p> <ul style="list-style-type: none"><li>• Describe and understand key aspects of:<ul style="list-style-type: none"><li>○ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li><li>○ human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</li></ul></li><li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li><li>• 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.</li><li>• Use a wide range of geographical sources in order to investigate places and patterns.</li><li>• 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.</li></ul>
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### Learning Pathway

	KS1	LKS2	UKS2
<b>To investigate places</b>	<ul style="list-style-type: none"> <li>• 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?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• 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.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• 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.</li> <li>• 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</li> </ul>

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	<p>features.</p> <ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>	<p>characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<p>London's Tube map).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>
<p><b>To investigate patterns</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the</li> </ul>

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	<ul style="list-style-type: none"> <li>• Identify land use around the school.</li> </ul>		<p>world are changing and explain some of the reasons for change.</p> <ul style="list-style-type: none"> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>
<p><b>To communicate geographically</b></p>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:             <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul> </li> <li>• 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.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1,</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of:             <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> </li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:             <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>• 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</li> </ul>

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	B1).		United Kingdom and the world. <ul style="list-style-type: none"><li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li></ul>
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