



Geography Curriculum Intent Progression of Skills and Knowledge

Curriculum Vision for Geography

In Geography we aim to inspire children with a love and curiosity of the world around them. Children will be taught the skills to observe , investigate and learn from their environment and to apply these skills to learning about other places in the world. We teach children about the place, country and environment they live in, whilst also developing their awareness of differing localities. In Geography, children should learn to appreciate their planet and their environment as well as developing an understanding of their role in developing and caring for the earth.

Spirituality Statement for Geography

In the beginning God created the heavens and the earth (Genesis 1:1) This is our world, the world entrusted to us to take care of. We need to develop knowledge and wisdom to be able look after the world that is now our home.

Cultural Capital

(Experiences that every child should have)

Conduct surveys of the local area

All year groups will visit the local area to observe human and physical features of the environment

All Year groups will visit the local library

Cross-Curricular links

Science - Links between understanding of science and geography when discussing habitats and issues around climate change

RE - Learning about different cultures and religions ties geography and RE closely together

D&T - Exploring foods from different cultures and festivals links to DT and RE topics

Worship – Respect and learn to look after the environment

The composite objective in RE in the Early Years Foundation Stage are taken from the Early Learning Goals in the statutory framework for Early Education 2021:

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.

Components which create the stepping stones towards the composite objectives (Development Matters):

- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

The composite objectives from the National Curriculum:

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:
 - o key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - o 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.

Smaller steps within the Agreed Syllabus:

These composite objectives are taught through our units of work. Components that together teach the composite object have been colour coded to show coverage.

	Year 1	Year 2
Year 1 -Spatial sense- Around my school Year 2 -Spatial sense- Maps and Globes Autumn 1	Lesson 1: Ariel Views: To know that an aerial view means to look at something from above. • The word aerial means from above. • When we look at something from above we call this an 'aerial view'. • Sometimes objects look different from an aerial view. Lesson 2: Maps: To understand that maps tell us the location of different places. • Maps give us information about places. • Location means where something is. • Maps use symbols to show where certain things are. Lesson 3: Location To describe location. • Location means the place where something is. • We can use words to describe location. • We can use words to compare the location of two different places. Lesson 4: Compass Point Compass points can be used to show direction • We can give directions such as forwards, backwards, left or right. • Compasses can be used to find direction and navigate.	Lesson 1: My School Site To know what is located on the site of my school. • Maps show us information about different places. • 'Site' means where something, like a building, is located. • (Insert relevant detail) are located on the site of my school. Lesson 2: Drawing a map of our school Maps show us information about a location. • Maps must be clear and easy to read. • Maps may include labels and symbols that give us more information. • People who draw maps are called cartographers Lesson 3: Maps of the Local area To recognise and locate physical and human features of the local area. • The four main compass directions are north, south, east and west. • Maps use symbols to tell us information about the local area. • We can use maps to describe location and to navigate. Lesson 4: Using maps to plan a route To use a map to plan a route. • We can use a map to plan a route. • Routes need a starting point and a destination. • Compass directions help us know which direction to travel in.

	- A compass has four points; north, south, east and west. Lesson 5: What makes a good map? To understand what makes a good map. - Maps often have a title, labels and symbols. - Maps often have a key which explains any symbols. - Maps often have a compass showing north, south, east and west. Lesson 6: Drawing Maps- Assessment Lesson	Lesson 5: Identifying locations on a globe or world map To identify locations on a globe or world map. - A globe is a model of the Earth. - World maps and globes show us the continents and the oceans. - The Equator is an imaginary line halfway between the North Pole and the South Pole. Lesson 6: assessment
Vocabulary	Above, below, aerial, view, perspective, map, satellite, information, place Location, atlas, map, continent, ocean, country, world, locality, identify, buildings, familiar next to, nearby, near, far, close to, behind, in front, furthest, closest, further than, closer than Direction, left, right, forwards, backwards, north, south, east, west Title, label, symbol, key, compass, information	Site, information, accurate, represent, show, key, symbol, location Map, location, site, compass, north, south, east and west, labels, clear, symbols Ordnance survey, landmarks, symbols, compass, directions, navigate, location, route Compass, route, map, navigate, destination, left, right, north, south, east, west world map, 3D globe, continents, oceans, scale, represent, Europe
Year 1-The UK Year 2- The British Isles Spring 1	Lesson 1: The United Kingdom To understand that the United Kingdom is a union of four countries. - The word aerial means from above. - When we look at something from above we call this an 'aerial view'. - Sometimes objects look different from an aerial view. Lesson 2: Scotland To know Scotland is one of the countries in the United Kingdom. - Scotland is a country in the United Kingdom. - Scotland is located to the north of England.	Lesson 1: The British Isles and England The British Isles are a group of islands that include Britain and Ireland. - An island is a body of land entirely surrounded by water. - When we look at a map, the British Isles are made up of lots of islands, the main ones are Britain and Ireland. - There are 6,000 other small islands in the British Isles. Lesson 2: Scotland To recognise Scotland as a country of the British Isles - Scotland is a country in the British Isles. - Scotland is located to the north of England.

	- The Scottish flag is called the St Andrew's flag and is blue with a white cross. Lesson 3: Wales To know Wales is one of the countries in the United Kingdom. - Wales is one of the countries in the United Kingdom. - There is a red dragon on the Welsh flag. - Cardiff is the capital of Wales Lesson 4: Northern Ireland To recognise Northern Ireland as one of the countries in the United Kingdom. - Northern Ireland is one of the countries in the United Kingdom. - The capital city of Northern Ireland is Belfast. - The Republic of Ireland is not part of the United Kingdom. Lesson 5: England To recognise England as the country in which we live. - England is a country in the United Kingdom. - The cross of St George is a white flag with a red cross in a + shape. The capital city of England is London. Lesson 6: Assessment	- The mainland of Scotland is part of the island of Britain. Lesson 3: Wales To know Wales is one of the countries in the British Isles. - Wales is one of the countries in the British Isles. - Wales is part of the island of Britain. - In the past, many ships were wrecked off the western coast of Wales. Lesson 4: Ireland To recognise Ireland as one of the countries in the British Isles - Ireland is one of the islands in the British Isles. - There are two countries located on the island of Ireland, Northern Ireland and the Republic of Ireland. - The Giant's Causeway has interesting shaped rocks Lesson 5: A comparison with Cape Town To compare my local area with Cape Town in South Africa. - Cape Town is one of South Africa's three capital cities. - Cape Town is a port, ships come to load and offload their cargo. - Table Mountain is named after its flat shape. Lesson 6: Assessment
Vocabulary	Above, below, aerial, view, perspective, map, satellite, information, place Scotland, islands, kilt, bagpipes, thistle ,Caledonia, Britannia, Loch Ness, Grampian Mountains, Hadrian's Wall, Edinburgh Wales, Cardiff ,Red Dragon, daffodil, mountain, valley, peak, slope, summit	British Isles, island, water, surround, coastline, England, Ireland, Scotland, Wales Scotland, islands, kilt, bagpipes,thistle, Caledonia, Britannia, Loch Ness, Grampian Mountains, Hadrian's Wall, Edinburgh Wales , Cardiff, valley, peak, slope, summit, Atlantic Ocean, coast, southern, western, Royal Charter Northern Ireland, Republic of Ireland , Belfast, Dublin, Saint Patrick, Gaelic, Giant's Causeway ,Atlantic Ocean

	Northern Ireland, Republic of Ireland, Belfast, Saint Patrick, Gaelic, Giant's Causeway, shamrock England, London, Buckingham Palace, Houses of Parliament, River Thames, City, Countryside, Saint George	Harbour, Port, Cape, Plateau
Year 1-The Seven Continents. Year 2- Northern Europe. Summer 1	Lesson 1: Introduction to the Seven Continents: To know that continents are very large areas of land. - Continents are large areas of land. - We have seven continents on Earth. - We have five oceans on earth Lesson 2: Europe To recognise Europe as one of the world's seven continents. - We live in the continent of Europe. - Europe is one of the smaller of the world's seven continents. - In southern Europe, the climate can be warm and sunny, but in northern Europe the climate is cooler. Lesson 3: Antarctica To recognise Antarctica as one of the world's seven continents. - Antarctica is a very cold continent. - The South Pole is located in Antarctica. - Scientists travel to Antarctica to find out more about it. Lesson 4 : Africa To recognise Africa as one of the world's seven continents. - Africa is one of the world's seven continents. - The equator runs through Africa.	Lesson 1: Countries in Northern Europe To identify the countries in Northern Europe. - Countries in northern Europe include Denmark, Finland, Norway, Sweden and Iceland. - Denmark, Finland, Sweden and Norway are known as 'Scandinavia'. - Northern Europe is cooler than the UK because it is closer to the North Pole. Lesson 2: Human and physical features of Northern Europe To identify physical and human features of northern Europe. - The countries of Northern Europe have large capital cities. - Northern Europe has mountains, valleys and lakes. - Most people in Northern Europe live further south where it is usually warmer. Lesson 3: Climate in Northern Europe To describe the climate in northern Europe - Much of northern Europe is closer to the North Pole than the UK. - It is very cold in the winter in northern Europe. - Animals, plants and people have adapted to the cold weather. Lesson 4: Animals found in Northern Europe To know that some animals in northern Europe migrate.

	- Deserts, grassland and jungle can all be found in Africa. Lesson 5: Asia To recognise Asia as one of the world's seven continents. - Asia is the largest of the world's seven continents. - The Himalayan Mountains are located in Asia. - The Great Wall of China is located in Asia. Lesson 6: North and South America To recognise North and South America as two of the world's seven continents. - North America is one of the world's seven continents. - South America is one of the world's seven continents. - The Panama Canal has been made to allow ships to pass between the two continents. Lesson 7: Australia To recognise the continent of Australia. - Australia is one of the world's seven continents. - Australia is located in the Southern Hemisphere. - Australia is home to some animals that cannot be found anywhere else in the world.	- Mammals such as bears, moose, beavers and lynx live in northern Europe. - Some animals have adapted to live in the cold climate. - Some animals migrate, which means they travel and live in other places at different times of the year. Lesson 5: Roald Amundsen To know that Roald Amundsen reached the South Pole - Roald Amundsen was an explorer from Norway. - He learned about surviving in a cold climate from the Inuit. - He led the first successful expedition to the South Pole. Lesson 6: Assessment
Vocabulary	Earth, Globe, Asia, Europe, Africa, North America, South America, Australia, Antarctica, Pacific, Atlantic, Indian Southern, Arctic, Continent, Europe, climate, ocean, border, North, South, East, West, mountain, plain, peninsula, Physical feature, Human feature, North Pole, South Pole, Antarctica, tilt, orbit, summer, winter, minus (in relation to degrees), scientists, Africa, equator, desert, grassland, jungle, savannah, rainforest, Asia, tropical rainforest, Monsoon Drought, Great Wall of China,	Northern Europe, Denmark, Finland, Norway, Sweden, Iceland, Scandinavia, Lowlands, mountains, lakes, Coniferous, forest Capital city, mountain, valley, lake, Northern Lights, fjord, Øresund Bridge Climate, weather, survive, evergreen, Sami, snowplough, grit spreader, adapt (-ed), reindeer Bear, moose, beaver, lynx, bird, reindeer, adapt, migrate, climate Roald Amundsen, Northwest Passage, Atlantic, Pacific, Arctic Circle, Inuit, sledge, South Pole, North Pole

	Pacific Ocean, Indian Ocean, North America, South America, Panama Canal, Statue of Liberty, Amazon Rainforest, Niagara Falls, Australia, Islands, Kangaroo, Koala, Wallaby, Southern Hemisphere, Uluru, Outback, Sydney Opera House, Sydney Harbour Bridge	
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Geography Curriculum Implementation

The St. Mary's Geography curriculum is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time.

This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.

Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more and understand more about their local area, the UK, Europe and the World. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected. Conceptual understanding is at the heart of our curriculum. Children will learn about key geographical concepts such as place, space, the environment and interconnection.

Over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen

We adapt the curriculum to meet the needs of our learners through our St Mary's implementation approaches e.g. reading widely, talk partners and vocabulary acquisition.