



## Curriculum statement for Geography

### Intent

Geography is an exciting foundation subject that is taught across the school. Through our approach, we aim to breathe life into Geography and inspire children to want to understand the world. The curriculum is designed to ensure that teaching equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond. We are committed to providing children with opportunities to investigate and make enquiries about their local area so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

Through high quality teaching, we develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world;
- An comprehensive understanding of the ways in which places are interdependent and interconnected;
- An extensive base of geographical knowledge and vocabulary;
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques;
- The ability to reach clear conclusions and explain their findings;
- Excellent fieldwork skills as well as other geographical aptitudes and techniques;
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment;



## Implementation

Our curriculum is planned to allow the children to build on their knowledge as they progress through the school. In Key Stage 1 (KS1), humanities are taught through Topic based learning, while in Key Stage 2 (KS2) the children progress to geography being taught discretely.

In years one and two (KS1), geography will often form a basis of a specific half-term topic; thus enabling the children to fully immerse themselves in their learning

In some year groups, geography units follow on from history units. We have sequenced it this way so that the key knowledge learnt in history provides a meaningful context for the geography units which follow.

Children are given access to a range of resources to develop learning through atlases, digital technology, books, photographs and a range of maps.

Through our geography curriculum, children have opportunities to investigate and interpret a range of geographical locations in Britain and across the wider world. We encourage children to become geographers through collecting, analysing and communicating through discussion of our findings. Where possible, we ensure cross curricular links with maths and literacy. Geography provides excellent opportunities to support all learning abilities through investigations, outdoor learning and analysing data.

### In EYFS

Children are given opportunities to make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment. They explore new concepts hands on which lays the foundation for future learning

### In Key Stage 1

Children begin to develop a geographical vocabulary by learning about where they live, as well as one other small area of the United Kingdom and a small area in a contrasting non-European country. They also learn about weather patterns in the United Kingdom and hot and cold areas of the world. They use ICT, world maps, atlases and globes, simple compass directions, aerial photographs and plans, as well as simple fieldwork and observational skills

### In Key Stage 2

Children focus on developing 3 key areas of knowledge, locational knowledge examines latitude, longitude and time zones. Children will use maps to focus on Europe, North and South America, concentrating on regions, key physical / human characteristics, countries, and major cities. They will also work on locating the counties and cities of the United Kingdom,



and start to explore their human and physical characteristics. Children will examine geographical similarities and differences by comparing the geography of a region of the United Kingdom with a region in a European country, and with a region in either North or South America. This is part of the place knowledge aspect of the curriculum. For human and physical geography children will be taught to describe and understand key aspects of geography, for example: climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle, types of settlement, economic activity and the distribution of natural resources.

At the end of KS2 children are given the opportunity to complete a research project '**Climate Change: Our world, Our responsibility**' This is designed to bring together all previous Geography learning, allowing children to research utilising prior knowledge and an aspect of climate change important to them.

## EYFS foundations in Geography curriculum

### Draw information from a simple map.

Recognise some similarities and differences between life in this country and life in other countries.

Explore the natural world around them.

Recognise some environments that are different to the one in which they live.

### ELG

#### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

#### The Natural World

- 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.

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	<ul style="list-style-type: none"><li>• Local area knowledge</li><li>• Observation, maps, stories</li><li>• Different environments – wetland + minibeast habitats</li><li>• Seaside - coastal features</li><li>• Different environments</li></ul>



Curriculum Overview	Progression of Geography Skills and Vocabulary		
Vocabulary	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
	<p>United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica Pacific, Atlantic, Indian, Southern, Arctic Oceans. London, capital city, compare, China, Asia, country, population, Weather, similarities, differences, farming, culture, factory, farm, house, office, port, harbour, river, canal, church, shop</p>	<p>county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>City, town, village, megacity, physical features, human features, landscape, population, density, land use, retail, leisure, housing, business, industrial, agricultural. Commercial, residential, green spaces.</p> <p>Mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, shelter.</p>	<p>Atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key. Altitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources. environmental disaster, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, tourism, positive, negative, economic, social, environmental.</p>
Locational and Place Knowledge	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 oceans</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on North</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe</li> </ul>

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	<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> <li>understand geographical similarities and differences through studying the human and physical</li> <li>geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<p>and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<p>(including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</li> <li>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the</li> <li>Prime/Greenwich Meridian and time zones (including day and night)</li> <li>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</li> </ul>
	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
Human and Physical Geography	<p>To be able to:</p> <ul style="list-style-type: none"> <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>	<p>To be able to describe and understand key aspects of: <b>physical geography</b>, including:</p> <ul style="list-style-type: none"> <li>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</li> </ul>	<p>To be able to describe and understand key aspects of: <b>physical geography</b>, including:</p> <ul style="list-style-type: none"> <li>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</li> </ul>

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		<p>earthquakes, and the water cycle</p> <p><b>human geography, including:</b></p> <ul style="list-style-type: none"> <li>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Fair Trade work)</li> </ul>	<p>earthquakes, and the water cycle</p> <p><b>human geography, including:</b></p> <ul style="list-style-type: none"> <li>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy (6), food (3), minerals (5) and water (4) (Fair Trade)</li> </ul>
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Geographical Skills and Fieldwork	KS1	LKS2	UKS2
	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as</li> <li>• the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (north, south, east and west) and locational and directional</li> <li>• language [for example, near and far, left and right], to describe the location of features and routes on a map</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and</li> <li>• physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its</li> <li>• grounds and the key human and physical features of its surrounding environments</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the 8 points of a compass, 4 figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - PROGRESSION</li> <li>• 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</li> <li>• 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</li> </ul>





## Long Term Plan for Key Stage 1

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Year 1</b>	<b>My School, My Area</b>	<b>Four Nations, Four Seasons</b>	<b>Wonderful World</b>
	<p><b>Villages towns and cities</b></p> <ul style="list-style-type: none"> <li>identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean.</li> </ul> <p><b>Our local area</b></p> <ul style="list-style-type: none"> <li>locate their local area on a map and think about what kind of settlement they live in. (Aerial maps, Birdseye view)</li> </ul> <p><b>Maps</b> Use different sources to explore their local area (maps, field work, compass points (4)),</p> <ul style="list-style-type: none"> <li>understand what an aerial view means and that maps are drawn from that orientation. This is different from our view of the world. It's a 'bird's eye view'.</li> <li>introduce reading a map and how to identify the features. read a key on a map and orientate a map into the correct position for the way you are reading it</li> </ul> <p><b>To be able to describe where you live.</b></p> <ul style="list-style-type: none"> <li>describe the area they live in, giving details about its human and physical features</li> <li>draw a simple map and key</li> </ul>	<p><b>What is a globe/atlas?</b> <b>What makes the UK</b> <b>To be able to identify the countries and capital cities of the UK.</b></p> <ul style="list-style-type: none"> <li>find out how the UK is split into four countries and that each country has its own capital city.</li> <li>use maps, atlases and globes to identify the UK.</li> <li>Identify landmarks in each capital city and major events.</li> </ul> <p><b>To be able to identify features and characteristics of the countries of the UK.</b></p> <ul style="list-style-type: none"> <li>identify the characteristics of each country –</li> <li>Scotland - weather, physical &amp; human features, flags</li> <li>Wales - weather, physical &amp; human features, flags</li> <li>Northern Ireland - weather, physical &amp; human features, flags</li> <li>England - weather, physical &amp; human features, flags</li> </ul>	<p><b>Locate hot and cold areas of the world.</b></p> <p><b>Use maps atlases and globes to locate different area of the world</b></p> <ul style="list-style-type: none"> <li>Identify the 7 continents and 5 oceans</li> </ul> <p><b>Locate the equator and North and South poles.</b></p> <ul style="list-style-type: none"> <li>Find out where the UK, the equator and the poles are on a world map.</li> </ul> <p><b>Compare the land features and climate of the UK and (TBC)</b></p> <ul style="list-style-type: none"> <li>Use previous knowledge about UK seasons to compare the climate and human and physical features</li> </ul> <p><b>To find out where different animals live in the world.</b></p> <ul style="list-style-type: none"> <li>Identify different animal around the world, plot these on a map.</li> </ul>



## Long Term Plan for Key Stage 1

Year 2	Antarctica	All about London	Seas and Coast
	<p>Revisit - UK 7 continents incl. oceans Antarctica, where is cold? Continents and oceans Equator, North and South Poles, climate.</p> <p>Using world maps and atlases and globes to identify the UK and Antarctica</p> <p>Learning about the Equator and the North and South Poles</p> <p>Identifying seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world</p> <p>Learning about the names and locations of the world's seven continents and five oceans</p> <p>Cross-curricular links: Explorers – William Shackleton Previous learning – wonderful world</p>	<p><b>Locate London on a map and describe its location.</b></p> <ul style="list-style-type: none"> <li>• identify London as the capital city of England and the UK</li> <li>• identifying the other countries and capitals of the other three countries in the UK.</li> <li>• identify some features of London</li> </ul> <p><b>Identify and describe landmarks of London.</b></p> <ul style="list-style-type: none"> <li>• find out information about some of London's most famous sights.</li> <li>• learn facts and history relating to these landmarks, and describe what they think of them.</li> </ul> <p><b>Use compass points and directional language to Navigate between London landmarks.</b></p> <ul style="list-style-type: none"> <li>• recap some of London's most famous landmarks and identify them on a map.</li> <li>• learn how to use directional language to navigate between landmarks on a map, including using compass directions.</li> </ul> <p><b>Identify and describe a variety of geographical features in London.</b></p>	<p><b>To locate and identify oceans and continents.</b> Children will name and locate the five oceans and seven continents on a world map.</p> <p><b>To find out about British beaches.</b></p> <ul style="list-style-type: none"> <li>• find out about the United Kingdom, the countries that it includes and its geographical location in the world.</li> <li>• Locate British beaches on a map</li> <li>• Name and locate human and physical of British beaches</li> </ul> <p><b>To find out about British seas</b></p> <ul style="list-style-type: none"> <li>• discuss what an island is and think about what being an island means for the UK.</li> <li>• use a compass rose to locate the seas around the UK, before finding out about some of the human activities that take place in them.</li> </ul> <p><b>Use fieldwork skills to find out about a Littlehampton</b></p> <ul style="list-style-type: none"> <li>• Children will look closely at Littlehampton, asking questions to find out more about it.</li> </ul>



		<ul style="list-style-type: none"> <li>• find out about some of London’s key physical features, including hills, rivers, lakes, forests and parks.</li> </ul> <p><b>To be able to plan a trip to London.</b> Children will consolidate their understanding of these lessons by planning an imaginary trip to London. They will consider how they will get there, what they will need to wear for the season, what they will see and many other things.</p>	<ul style="list-style-type: none"> <li>• Use Fieldwork skills on location</li> <li>• Create tourist information documents</li> </ul> <p><b>Compare a British beach with one from another country.</b></p> <ul style="list-style-type: none"> <li>• compare British and non-British beaches.</li> <li>• identify and discuss the different human and physical features of each beach.</li> <li>• work out if the beach is British and explain their reasoning. They will have the opportunity to say which beach they would prefer to visit and explain why.</li> </ul> <p><b>To use compass points to move around a map</b></p> <ul style="list-style-type: none"> <li>• travel around the UK and the world using compass points. T</li> <li>• visit different coastal locations and think carefully about the route they took to get there.</li> <li>• The children will be encouraged to use the language north, south, east and west.</li> </ul> <p>Significant Individuals:</p> <p>Grace Darling George Stephenson</p>
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## Long Term Plan for Key Stage 2

<b>Year 3</b>	<b>Europe</b>	<b>Settlements and Land use</b>	<b>UK regions, mountains, seas &amp; rivers</b>
	<p><b>To be able to locate Europe on a world map and find out about its features.</b></p> <ul style="list-style-type: none"> <li>• identify the seven continents of the world</li> <li>• Study a map of Europe.</li> <li>• compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe.</li> <li>• use facts learnt to and annotate maps.</li> <li>• Identify some of the geographical features of Europe</li> </ul> <p><b>To be able to identify and locate countries in Europe</b></p> <ul style="list-style-type: none"> <li>• identify Europe on a world map before locating the UK within Europe.</li> <li>• explore the names and locations of other European countries.</li> <li>• annotate maps of Europe with the names of countries.</li> </ul> <p><b>To be able to identify European countries according to their features</b></p> <ul style="list-style-type: none"> <li>• explore some human features of different European countries, including; languages spoken in Europe. The major religions – Christianity, Islam, and Judaism though Europe is predominantly Christian. Europe is a complex and mostly urban continent. Many European countries are investing in sustainable energy sources, such as solar energy,</li> </ul>	<p><b>To find out about the needs of early settlers and explore the origins of place names</b></p> <ul style="list-style-type: none"> <li>• early settlers in Britain and what resources they would have needed when setting up a village.</li> <li>• consider why certain places were chosen for settlements</li> <li>• discover how some of our place names originate from these early settlers</li> </ul> <p><b>To find out about different settlements and how settlements change over time.</b></p> <ul style="list-style-type: none"> <li>• differences between hamlets, villages, towns and cities.</li> <li>• use geographical knowledge when looking at maps and exploring different settlements.</li> </ul> <p><b>To be able to use maps and map symbols to explore settlements.</b></p> <ul style="list-style-type: none"> <li>• explore Ordnance Survey maps and look in detail at their features.</li> <li>• become familiar with the symbols used on OS maps</li> </ul>	<p><b>To be able to identify and describe key geographical features of the United Kingdom.</b></p> <ul style="list-style-type: none"> <li>• recap and learn key facts about the UK.</li> <li>• locate the UK on a world map and identify the four countries and capital cities.</li> <li>• Identify geographical features</li> </ul> <p>Twelve geographical regions, Coastlines of the UK, Shaping the coast, rocks, mountain ranges, contour lines.</p> <p><b>To be able to identify and locate the counties, towns and cities of the United Kingdom.</b></p> <ul style="list-style-type: none"> <li>• learn what a county is and find out how the counties of England can be split into regions.</li> <li>• locate and identify different counties of the UK.</li> <li>• Revisit the difference between a town and a city and locate some of the UK’s major cities on a map.</li> </ul> <p><b>To find out about the hills and mountains of the UK.</b></p> <ul style="list-style-type: none"> <li>• understand the difference between a hill and a mountain ,</li> </ul>

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	<p>wind energy, tidal energy, and nuclear energy. Europe's most important forest industries are woodworking, paper products, and construction and furniture products.</p> <ul style="list-style-type: none"> <li>Explore some of the physical features; Great European Plain – largest mountain free landform in Europe.</li> </ul> <p>Mountainous regions – Grampian Mountains, Scandinavian Mountains, Ural Mountains, Pyrenees, Carpathians, Caucasus, Balkans, Alps (Mont Blanc – highest mountain in Europe)</p> <p>Main rivers – the Danube, the Volga, the Loire, the Rhine and the Elbe.</p> <p>Active volcanoes – Mount Etna and Mount Vesuvius in Italy.</p> <p><b>To be able to identify the major capital cities of Europe</b></p> <ul style="list-style-type: none"> <li>identify the difference between a continent, country and capital city</li> <li>identify the capital cities of a variety of European countries.</li> <li>use maps to locate capital cities and start to explore features of some major cities.</li> </ul> <p><b>To be able to compare two European capital cities.</b></p> <ul style="list-style-type: none"> <li>recap some major capital cities in Europe,</li> <li>generate questions to help compare the physical and human features of London and Athens</li> </ul> <p><b>To find out about the human and physical features of Greece</b> Physical geography</p>	<p><b>To be able to use grid references to investigate settlements.</b></p> <ul style="list-style-type: none"> <li>introduction to four-figure and six figure grid references.</li> <li>develop this knowledge as they navigate around maps</li> </ul> <p><b>To be able to plan a new settlement.</b></p> <ul style="list-style-type: none"> <li>design your own settlements.</li> <li>think carefully about the features to include and what each feature should be near</li> </ul> <p><b>To be able to create a map of a settlement.</b></p> <ul style="list-style-type: none"> <li>recap what they know about settlements and maps</li> <li>create their own settlement maps.</li> <li>mark symbols on a map and think carefully about where each feature is going and why.</li> </ul> <p>Cross-curricular links: Rocks – Science (Y3) Stone age – History (Y3)</p>	<p>explanation of how mountains are formed.</p> <ul style="list-style-type: none"> <li>explore some of the hills and mountains of the UK and identify their features and key facts.</li> </ul> <p><b>Scotland</b> – Northwest Highlands, Cairngorm Mountains, Grampian Mountains and Southern Uplands. Ben Nevis is UK's highest peak in the Grampian Mountains.</p> <p><b>England</b> – Pennines, Lake District, Dartmoor and Exmoor. Scafell Pike is highest mountain in England and is found in the Lake District. <b>Wales</b> – Snowdonia and Brecon Beacons. Snowdon is highest mountain in Wales and is found in Snowdonia.</p> <p><b>To find out about the seas and coasts of the UK.</b></p> <ul style="list-style-type: none"> <li>find out about the coastline of Britain and identify the seas and oceans that surround the UK.</li> <li>use photos to identify similarities and differences between different UK beaches, and use appropriate geographical vocabulary to describe their features.</li> </ul> <p>Coastlines of the UK – 32 000 km because it has hundreds of small islands. Coasts; sandy beaches, mudflats, shingle banks, rocky shores and cliffs.</p>
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	<ul style="list-style-type: none"> <li>• mostly mountains with ranges extending into the sea as peninsulas or chains of islands</li> <li>• Mount Olympus 2,917 m</li> <li>• Climate - temperate; mild, wet winters; hot, dry summers</li> <li>• Over 200 inhabited islands</li> <li>• Major bodies of water - Ionian Sea, Aegean Sea, Sea of Crete, Mediterranean Sea</li> </ul> <p>Human Geography</p> <ul style="list-style-type: none"> <li>• Greece is divided up into thirteen regions</li> <li>• Major Industries: tourism, food and tobacco processing, textiles, chemicals, metal products; mining, petroleum</li> <li>• Agricultural Products: wheat, corn, barley, sugar beets, olives, tomatoes, wine, tobacco, potatoes; beef, dairy products</li> <li>• Capital city - Athens</li> <li>• Natural resources - lignite, petroleum, iron ore, bauxite, lead, zinc, nickel, magnesite, marble, salt, hydropower potential</li> </ul> <p>Cross-curricular links - Ancient Greeks - History (Y5)</p>		<p><b>To be able to identify and explore the major rivers of the UK.</b></p> <ul style="list-style-type: none"> <li>• find out about the journey of a river from source to mouth, and some of the features of rivers; deltas and tributaries.</li> <li>• identify some of the major rivers in Britain and explore their journeys, thinking about where they are located, which counties and cities they flow through and other key facts about each one.</li> </ul> <p>Cross-curricular links: Railways - History (Y3)</p>
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## Long Term Plan for Key Stage 2

<b>Year 4</b>	<b>Water cycle and rivers,</b>	<b>Volcanoes &amp; a study of Italy</b>
	<p><b>To find out about rivers and how they erode, transport and deposit materials.</b></p> <ul style="list-style-type: none"> <li>• how rivers are formed by explaining the processes of erosion and deposition.</li> <li>• the journey of a river from source to mouth,</li> <li>• features of rivers;</li> </ul> <p>Source, Banks Course, Tributary, River bed, Floodplain, Meander, Oxbow, Mouth</p> <p><b>To find out why rivers are important.</b></p> <ul style="list-style-type: none"> <li>• find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure.</li> </ul> <p><b>To find out about the causes of river pollution and the effect it has on the environment.</b></p> <ul style="list-style-type: none"> <li>• explore some of the causes of river pollution and the effects this has on the environment.</li> <li>• find out about some of the most polluted rivers in the world, as well as thinking about river pollution closer to home.</li> </ul> <p><b>To investigate a river in detail including the effects on the environment and landscape</b></p> <ul style="list-style-type: none"> <li>• To be able to describe the location and features of the River Nile.</li> </ul>	<p>Children will learn what a volcano is before locating some of the world’s most well-known volcanoes. They will describe where these volcanoes are in relation to the northern and southern hemispheres, and the equator.</p> <p><b>To explore what happens when a volcano erupts</b></p> <ul style="list-style-type: none"> <li>• learn what causes a volcano to erupt and what happens during an eruption.</li> <li>• explore and understand the impact volcanic eruptions have on the surrounding environment.</li> </ul> <p><b>To explore the features of volcanoes.</b></p> <ul style="list-style-type: none"> <li>• learn about the three types of volcanoes (composite, shield and dome), how they are formed and why they are different.</li> <li>• find out the difference between an extinct, active and dormant volcano</li> </ul> <p><b>To understand what tectonic plates are and what the ‘ring of fire’ is.</b></p> <ul style="list-style-type: none"> <li>• learn what the tectonic plates are and identify which plates different countries lie on.</li> <li>• understand how these plates move and how this can cause volcanoes and other natural disasters.</li> <li>• look at the ‘ring of fire’ and identify why volcanoes particularly occur along fault lines.</li> </ul> <p><b>To explore life in volcanic areas.</b></p> <ul style="list-style-type: none"> <li>• Identify volcanoes around the world, mount Vesuvius, Krakatoa, Mount Loa,</li> <li>• Explore why people live in volcanic areas and what the various benefits of this can be for people, such as fertile soil and mining opportunities.</li> </ul>

## Curriculum statement Geography



- To be able to describe the journey of the River Nile from source to mouth
- To find out the positive and negative effects of the Aswan High Dam on the River Nile. (annual flooding of the Nile, why this no longer happens since the construction of the Aswan High)
- To explore the physical and human geography of the Nile Delta.
- To explore uses for the River Nile and how these have changed over time.

Cross-curricular links:  
Romans – History (Y4)  
Fairtrade

### **To know where Italy is in the world**

- Find Italy on a world map.
- find out about the location of its regions, the bordering countries, the seas and the islands that are part of Italy.

### **To know about the physical geography of Italy**

- learn how to interpret a physical map by identifying Italy's two main mountain ranges.
- find out about the highest peaks in each region, and be encouraged to describe the mountain ranges with geographical vocabulary.
- learn about the location of the longest river in Italy, the Po.

### **To find out about the destruction of Pompeii**

- devastating eruption of Mount Vesuvius, which destroyed the Roman city of Pompeii in 79AD.
- use their knowledge and understanding to create advertisements for tourists visiting the ruins of Pompeii,
- build their own working volcano!





## Long Term Plan for Key Stage 2

	<u>Long Term Plan for Key Stage 2</u>	
<p><b>Year 5</b></p>	<p><b>The Americas</b></p> <p><b>North America</b>  <b>To identify the countries of North America.</b></p> <ul style="list-style-type: none"> <li>• identify the continent of North America on a map and learn how it is organised into areas, such as the Caribbean and Central America.</li> <li>• identify the 23 countries that comprise North America and locate them on a map.</li> </ul> <p><b>To investigate and compare climates in North America.</b></p> <ul style="list-style-type: none"> <li>• look at a global climate zone map to identify climate patterns around the world.</li> <li>• explore some of the different climate zones in North America, using graphs and charts to examine and compare the climate in different locations around the continent.</li> </ul> <p><b>To explore the geographical features of North America</b></p> <ul style="list-style-type: none"> <li>• identify some of the famous features of North America, including natural features such as the Grand Canyon and Niagara Falls, finding out how they were formed.</li> <li>• explore some human features and landmarks, such as the Panama Canal and the Hoover Dam.</li> </ul> <p><b>To explore the capital cities of North America.</b></p> <ul style="list-style-type: none"> <li>• define what a capital city is before</li> <li>• find the names of some North American capital cities.</li> </ul> <p><b>To explore the various time zones of North America and how these compare to other time zones around the world</b></p> <ul style="list-style-type: none"> <li>• identify why different parts of the world have different time zones.</li> <li>• use time zone maps to work out time differences between various locations in North America, as well as locations in North America and the rest of the world.</li> </ul> <p><b>To compare a region in the UK with a region in North America</b></p> <ul style="list-style-type: none"> <li>• describe the local area in detail, using appropriate geographical vocabulary.</li> </ul>	<p><b>The Local Area</b></p> <p><b>To explore economic activity as part of a local area study</b></p> <ul style="list-style-type: none"> <li>• examples of products that are found or built near your school, for example, mining, farming, factories etc.</li> </ul> <p><b>To explore land use as part of a local area study</b></p> <ul style="list-style-type: none"> <li>• examples of residential, commercial and industrial buildings that are near your school, for example, houses, flats, corner shops, petrol station, factories etc.</li> </ul> <p><b>To explore settlements as part of a local area study.</b></p> <ul style="list-style-type: none"> <li>• identify the original function and the current function of the settlement your school is in, for example, port, market town etc.</li> </ul> <p><b>To explore climate zones as part of a local area study</b></p> <ul style="list-style-type: none"> <li>• focus on the physical geography of climate zones</li> <li>• explore the average temperature and rainfall in your school's local area</li> <li>• Identify which major river is closest to your school</li> <li>• the OS grid reference of the location of your school.</li> </ul>



- Compare their local area with specific areas in North America, considering how both physical and human features are similar and different.

### South America

To find out about the location and countries of South America.

- identify South America as a continent and start to identify some of its features.
- identify the twelve countries and two territories that comprise South America and locate them on a map.

To find out about the climate in South America.

- use climate zone maps to explore climate zones around the world before taking a closer look at the various climate zones in South America - temperate, arid and subtropical, and describe the features of these climates.

To find out about the major mountain ranges of South America.

- identify the Andes of South America as the largest mountain range in the world.
- locate the Andes on a map and discover how the Andes were formed.
- identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains

To find out about the human geography of South America

- indigenous and immigrant populations, and their connection to the physical environment
- the Incan Empire is the most well-known indigenous culture of South America
- there has been an increase in urbanisation in South America
- urbanisation and industrialisation are also destroying the unique biomes of South America. The Amazon rain forest is being burned at a rate of one acre every second

To find out about trade and industry in South America

- consider the concept of world trade and recognise some of the products we use that may come from South America.
- identify some of the biggest exports of South America and recognise some of their strongest industries.

**To explore rivers as part of a local area study**

- identify which major river is closest to your school
- the OS grid reference of the location of your school.

**To explore mountains and hills as part of a local area study**

- physical geography of upland areas
- Identify the height of the land your school is on and that you know the OS grid reference of the location of your school

## Curriculum statement Geography



	<p>Cross Curricular links: Fairtrade links Living things and their habitats – Science (Y4)</p>	
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## Long term plan for Key Stage 2

Year 6	Africa	Climate Change: Our world, Our responsibility
	<p><b>To be able to identify African countries and locate them on a map.</b></p> <ul style="list-style-type: none"> <li>• locate Africa on a world map and recognise that the African continent is made up of 54 countries.</li> <li>• use compass-direction to identify and locate each country.</li> </ul> <p><b>To find out about western Africa and the country of Nigeria.</b></p> <ul style="list-style-type: none"> <li>• learn that Africa can be split into five different regions and identify which region various African countries are in.</li> <li>• identify Nigeria as being a country in western Africa and the human and physical features of Nigeria.</li> </ul> <p><b>To explore northern Africa and Morocco.</b></p> <ul style="list-style-type: none"> <li>• identify the seven countries of northern Africa on a map,</li> <li>• explore Morocco in more detail, looking at both human and physical features of the country.</li> </ul> <p><b>To explore central Africa and the Central African Republic.</b></p> <ul style="list-style-type: none"> <li>• identify the nine countries of central Africa and features common to this region, including the equatorial climate.</li> <li>• explore the Central African Republic, including exploring how and why a country rich in resources can be so poor.</li> </ul> <p><b>To explore eastern Africa and Tanzania.</b></p> <ul style="list-style-type: none"> <li>• identify the 18 countries of eastern Africa</li> <li>• find out about the human and physical features of Tanzania.</li> </ul>	<p><b>Aim of this research unit is to bring together all previous Geography learning, allow children to research utilising prior knowledge an aspect of climate change important to them.</b></p>

## Curriculum statement Geography



### To explore southern Africa and South Africa

- identify the five countries of southern Africa
- look in more detail at South Africa, including a brief overview of apartheid.
- focus on the physical features of South Africa, exploring the nine different biomes and South Africa's biodiversity.

Cross-curricular links:  
Fairtrade



### Impact

The children are assessed against the knowledge and skills objectives taught within each unit or topic. In EYFS and KS1, the children's knowledge and skills are teacher assessed. In KS2, the children are assessed using a combination of end of unit quizzes for 'sticky knowledge' and teacher assessed for second order skills. The results (RAG) are recorded centrally within a school wide spreadsheet which is monitored by the subject and school leaders to ensure breadth and depth of coverage, and that children are making progress in Geography. Where children are found to have significant gaps, staff will address these through targeted conversations, cultural capital activities and, where possible, subject specific interventions.

By the end of their time at St John's our children should be able to conduct an enquiry about a given topic or interest in Geography. They should build on their natural curiosity to follow a strand of enquiry and bring together all previous Geography learning, allowing children to research utilising their prior knowledge. They should be able to record, communicate and present their findings in the most appropriate way while effectively utilising subject specific vocabulary.