



Geography Rationale

Our Geography curriculum (rolling 2 year mixed aged group classes) equips pupils with knowledge about diverse places, people and environments. 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.

Each year our Geography curriculum begins with a 'Spatial Sense' unit that explicitly teaches geographical skills such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using co-ordinates, interpreting population data, identifying elevation on relief maps and more. The spatial sense units for each year group are positioned at the beginning of the year to explicitly teach skills which will then be used in context throughout the rest of the year as children apply those skills to learn more about people, places and the environment.

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. Children will become more skilled at answering questions such as; what is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time? Children will gain an understanding of what geographers do, what they look for and what they may say about a place. They will discover explorers and they will look at the migration of both animals and people, studying the impact migration and colonialism had around the world.

Every year children will study at least one unit of British geography. As with the rest of the geography curriculum, children's knowledge and understanding of British geography builds incrementally from year to year. Alongside their study of the UK and Europe, children will extend their knowledge beyond these regions to study world geography. When studying world geography, children will focus on places such as North and South America, Asia, Africa, Australia, New Zealand and the South Pacific Islands. Applying their knowledge and understanding of the globe, latitude, longitude, the hemispheres and time zones, children will describe and understand physical geography of countries and continents including biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes.

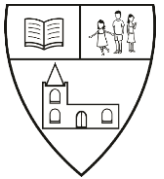


Geography National Curriculum Coverage

Aims of the National Curriculum Key Stage One Geography	Year One			Year 2		
	Spatial Sense	The UK	The Seven Continents	Spatial Sense	The British Isles	Northern Europe
Locational Knowledge: Name and Locate the world's seven continents and five oceans			✓			✓
Locational Knowledge: 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		✓	✓		✓	✓
Human and Physical Geography: Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		✓	✓		✓	✓
Human and Physical Geography: Use basic geographical vocabulary to refer to: 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		✓	✓		✓	✓
Geographical Skills and Fieldwork: 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	✓	✓	✓	✓	✓	✓
Geographical Skills and Fieldwork: 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	✓			✓		
Geographical Skills and Fieldwork: 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.	✓			✓		



Aims of the National Curriculum Lower Key Stage Two Geography	Year 3						Year 4					
	Spatial sense	Western Europe	Settlements	Rivers	Asia-China and India	UK: The South West	Spatial sense	Mediterranean Europe	Eastern Europe	UK: Northern Ireland	UK: London & South East	Asia: Japan
Locational Knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		✓	✓	✓	✓			✓	✓			✓
Locational Knowledge: 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			✓	✓		✓	✓			✓	✓	
Locational Knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	✓						✓					✓
Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America		✓	✓			✓		✓	✓	✓	✓	
Human and Physical Geography: Describe and understand key aspects of; physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle		✓	✓	✓	✓			✓	✓	✓	✓	✓
Human and Physical Geography: Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Geographical Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Geographical Skills and Fieldwork: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	✓						✓					
Geographical Skills and Fieldwork: 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.							✓					



Aims of the National Curriculum Upper Key Stage Two Geography	Year 5						Year 6					
	Spatial Sense	Mountains	UK: East Anglia, Midlands, Yorkshire	Australia	New Zealand & South Pacific	Local Study	Spatial Sense	North America	South America	Africa	British Geography	Globalisation
Locational Knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities		✓		✓	✓		✓	✓	✓	✓		✓
Locational Knowledge: 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			✓								✓	
Locational Knowledge: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	✓	✓		✓	✓		✓	✓	✓	✓		✓
Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			✓					✓	✓		✓	
Human and Physical Geography: Describe and understand key aspects of; physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	✓	✓		✓	✓			✓	✓	✓	✓	
Human and Physical Geography: Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			✓	✓	✓			✓	✓	✓		
Geographical Skills and Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geographical Skills and Fieldwork: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			✓			✓					✓	



Geography Curriculum Map

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1 & 2 (Cycle A)	Spatial Sense 1. Aerial Views 2. Maps 3. Location 4. Compass Points 5. Drawing maps		The UK 1. The four countries in the United Kingdom 2. Scotland 3. Wales 4. Northern Ireland 5. England		Seven Continents 1. Europe 2. Antarctica 3. Africa 4. Asia 5. North and South America 6. Australia	
Year 1 & 2 (Cycle B)	Spatial Sense 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route		The British Isles 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison with Cape Town		Northern Europe 1. Countries in Northern Europe. 2. Human and physical features of Northern Europe. 3. Climate in Northern Europe. 4. Animals found in Northern Europe. 5. Roald Amundsen	



	5. Identifying locations on a globe or world map, the equator					
Year 3 & 4 (Cycle A)	Spatial Sense 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork- The Local Area 4. A contrasting locality San Francisco (Human Geography) 5. A contrasting locality San Francisco (Physical Geography)	Settlements 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. Sites and Situations of Local Settlements	Rivers 1. What is a river? 2. Rivers of Europe 3. Rivers of Africa 4. Rivers of Asia 5. Rivers of Australia, South America and North America	UK Geography: The South West 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time	Western Europe 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe 4. France 5. A comparison of London and Paris	Asia- China and India 1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. The Great Wall of China
Year 3 & 4 (Cycle B)	Spatial Sense	Mediterranean Europe	Eastern Europe	UK Geography: Northern Ireland	UK Geography: London and the South East	Asia - Japan 1.Location of Japan



	1. Globes and the Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area - Changes over Time	1. Key Places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements	1. Key Places in Eastern Europe 2. Climate of Eastern Europe 3. Physical Features of Eastern Europe 4. Compare and contrast physical features: UK and Russia 5. Compare and contrast human features: UK and Russia	1. An Introduction to Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. The Giant's Causeway 5. The Marble Arch Caves	1. Introduction to the South East 2. London 3. Canterbury 4. Brighton 5. Dover	2. Weather and Climate in Japan 3. Physical features of Japan 4. Architecture in Japan (Human Features) 5. Feudal Japan
Year 5 & 6 (Cycle A)	Spatial Sense 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres	Mountains 1. Mountains 2. The Alps 3. The High Peaks of the Himalayas 4. American Mountains	UK Geography: East Anglia, The Midlands, Yorkshire and Humberside 1. East Anglia – Physical Geography 2. East Anglia - Land Use	Australia 1. Australia - location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity	New Zealand and the South Pacific 1. New Zealand and the South Pacific - location and physical geography 2. The history of New Zealand - The Maori 3. Earthquakes	Local Study 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork)



	3. Maps: using co - ordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps	5. African Mountains	3. The Midlands – Settlements 4. Yorkshire and Humberside – Physical Geography 5. Yorkshire and Humberside – Human Geography		4. Climate, Biomes and Animals 5. South Pacific Islands	5. Graphing data
Year 6 (Cycle B)	Spatial Sense 1. Latitude and Longitude 2. The Arctic and Antarctic Circles 3. Time Zones 4. Map Projection 5. Maps of the World	British Geographical Issues 1. Air Pollution 2. Climate Change 3. Waste 4. Litter 5. Local context	North America 1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America 5. Comparison of The UK and a region of North America	South America 1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest	Africa 1. The Continent of Africa 2. Past civilisations and empires – Mansa Musa 3. The Sahara Desert and Desertification 4. Food Security 5. Kenya	Globalisation 1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good?



Geography Skills Progression Map

SKILL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Geographical Enquiry	Teacher led enquiries, to ask and respond to simple closed questions. • Use information books/pictures as sources of information. • Investigate their surroundings • Make observations about where things are e.g. within school or local area.	Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make appropriate observations about why things happen. • Make simple comparisons between features of different places.	Begin to ask/initiate geographical questions. • Use stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Ask and respond to questions and offer their own ideas. • Extend to satellite images, aerial photographs • Investigate places and themes at more than one scale • Collect and record evidence with some aid • Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Begin to suggest questions for investigating • Begin to use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	Suggest questions for investigating • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence unaided • Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
Direction & Location	Follow directions (Up, down, left/right, forwards/backwards)	• Follow directions (as yr 1)	• Use 4 compass points to follow/give directions:	• Use 4 compass points well	• Use 8 compass points;	• Use 8 compass points confidently and accurately;



			• Use letter/no. co-ordinates to locate features on a map.	• Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently.	• Begin to use 4 figure co-ordinates to locate features on a map	• Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing Maps	• Draw picture maps of imaginary places and from stories.	• Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	• Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing	• Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing.	• Begin to draw a variety of thematic maps based on their own data.	• Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity.
Representation	• Use own symbols on imaginary map.	• Begin to understand the need for a key. • Use class agreed symbols to make a simple key.	• Know why a key is needed. • Use standard symbols.	• Know why a key is needed. • Begin to recognise symbols on an OS map	• Draw a sketch map using symbols and a key; • Use/recognise OS map symbols.	• Use/recognise OS map symbols; • Use atlas symbols.
Using Maps	• Use a simple picture map to move around the school; • Recognise that it is about a place.	• Follow a route on a map. • Use a plan view. • Use an infant atlas to locate places.	• Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	• Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large scale map.	• Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)	• Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map. • Use atlases to find out about other features of



					• Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	places. (e.g. mountain regions, weather patterns)
Scale & Distance	• Use relative vocabulary (e.g. bigger/smaller, like/dislike)	• Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	• Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	• Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	• Measure straight line distance on a plan. • Find/recognise places on maps of different scales. (E.g. river Nile.	• Use a scale to measure distances. • Draw/use maps and plans at a range of scales.
Perspective	• Draw around objects to make a plan.	• Look down on objects to make a plan view map.	• Begin to draw a sketch map from a high view point.	• Draw a sketch map from a high view point.	• Draw a plan view map with some accuracy.	• Draw a plan view map accurately.
Map Knowledge	• Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	• Locate and name on UK map major features e.g. London, River Thames, home location, seas.	• Begin to identify points on maps A,B and C	• Begin to identify significant places and environments	• Identify significant places and environments	• Confidently identify significant places and environments
Style of Map	• Picture maps and globes	• Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas	• Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs	• Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs.	• Use index and contents page within atlases. • Use medium scale land ranger OS maps.	• Use OS maps. • Confidently use an atlas. • Recognise world map as a flattened globe.



ICT (see ICT curriculum)						
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