



St. John's



GEOGRAPHY Curriculum

Intent and Rationale

Our geography curriculum is knowledge rich. This means the knowledge children will gain has been carefully specified and ordered so it coherently and builds over time. Elements are aligned with the school's history curriculum to. This provides further opportunities to deepen and develop understanding.

This approach 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 the UK, Europe and the world. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance. Whilst there are valuable links to history which deepen understanding, **the geography curriculum can operate independently as a closed system** which doesn't depend on vocabulary or knowledge being provided from outside of school. This is important to us **as we have high levels of children who speak English as an additional language and high levels of disadvantaged children** and we appreciate that this could mean they have anything from poor/little exposure to English language right up to absolutely no exposure. We appreciate that many families including our disadvantaged and EAL pupils do enjoy rich exposure to English and develop good cultural capital through home and community. However, **it is of the highest priority that we also appreciate many of our children simply don't get this and to provide a curriculum which has dependencies on these factors would be to further disadvantage them.** As such you will see our curriculum develops broad foundations in KS1 and then moves swiftly through three core strands which build upon these foundations and each other: **Spatial sense, the UK and the world.**

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 such as Roald Amundsen and Captain James Cook. They will look at the migration of both animals and people, studying the impact migration and colonialism has had on places such as Australia.

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. The spatial sense units build on prior knowledge before moving children on as the level of challenges increases from year to year. In Key Stage One the Spatial Sense units require children to undertake fieldwork and use observational skills to study the geography of their school and the surrounding environment. The aim of the spatial sense units is to build children's geographical literacy so that they are able to use an atlas, maps and geographical data with ease to answer questions they may have about 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. This begins with a general understanding of the countries of the UK, children then study units that focus more closely on areas of the UK including the South West, the South East, Yorkshire and Humberside and the Midlands. When studying these areas, children look at the defining physical and human characteristics of the regions, key topographical features such as hills, mountains, coasts and rivers, how the landscapes and environments have formed over time and how they are used today.

In years two, three and four, children will study units of European geography that introduce regions of Europe, climate, trade, industry, landmarks, physical features and contrasting environments. Children will interpret a range of geographical information including maps, diagrams and climategraphs. Comparisons will be made between places in Europe and the local area. Areas studied include Mediterranean Europe, Eastern Europe and Western Europe. Studying Europe in detail will not only help children to understand the people, places and environment in the regions, but will provide foundational knowledge for their studies in other subject areas, for example their studies of the Vikings in History.

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, 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. They will consider a range of human geographical features such as settlements, land use, trade links and natural resources.

Core Strands

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spatial Sense		Spatial Sense unit 1	Spatial Sense unit 2	Spatial Sense unit 3	Spatial Sense unit 4	Spatial Sense unit 5	Spatial Sense unit 6
Britain		The UK	British Isles	London and South East	The South West	East Anglia, the Midlands, Yorkshire and Humberside	
Europe		Seven Continents	Northern Europe	Western Europe	Mediterranean Europe Eastern Europe		
World				Settlements Rivers		Mountains Australia New Zealand	North America South America Africa

Curriculum Overview

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	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 2	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 5. Identifying locations on a globe or world map, the equator		The British Isles 1. The British Isles and England 2. Scotland 3. Wales 4. Ireland 5. Comparison to another location linked to wider Y2 learning which links to either North/South America, Africa, New Zealand or Europe.		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	
Year 3	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: London and the South East 1. Introduction to the South East 2. London 3. Canterbury 4. Brighton 5. Dover	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	

Year 4	Spatial Sense 1. Globes and the Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area- 6. Changes over Time	Mediterranean Europe 1. Key Places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements	Eastern Europe 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		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	
Year 5	Spatial Sense 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps	Mountains 1. Mountains 2. The Alps 3. The High Peaks of the Himalayas 4. American Mountains 5. African Mountains	UK Geography: East Anglia, The Midlands, Yorkshire and Humberside 1. East Anglia – Physical Geography 2. East Anglia- Land Use 3. The Midlands – Settlements 4. Yorkshire and Humberside – Physical Geography 5. Yorkshire and Humberside – Human Geography	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 4. Climate, Biomes and Animals 5. South Pacific Islands	
Year 6	Spatial Sense 1. Latitude and Longitude 2. The Arctic and Antarctic Circles 3. Time Zones 4. Map Projection 5. Maps of the World		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	

Skills and Knowledge Progression

Aims of the National Curriculum	Year One			Year 2		
Key Stage One Geography	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		Year 3					Year 4		
Lower Key Stage Two Geography	Spatial sense	Western Europe	Settlements	Rivers	UK: London & South East	Spatial sense	Mediterranean Europe	Eastern Europe	UK: The South West
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.						✓			

Links

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Spatial Sense This is the foundation for all spatial sense units.		The UK This is the foundation for all UK units. <i>Art: architecture of Westminster Abby and St. Paul's Cathedral (famous building of London)</i>		Seven Continents This is the foundation for all units.	
Year 2	Spatial Sense All Y1 units support this unit. This unit lays some vital ground work for history of Anglo-Saxons and Vikings in Y3		The British Isles The spatial sense units in Y1 and Y2 provide a firm foundation for this study. This unit links with the Y2 unit on the UK and develops this knowledge. This unit lays some vital ground work for history of Anglo-Saxons and Vikings in Y3 <i>Art: landscape and symmetry linked to the British Isles.</i>		Northern Europe This unit is supported by the Year 1 and Year 2 spatial sense units. This unit links with the Y1 continents unit and develops this knowledge. This unit lays vital ground work for later study of the Vikings in Y3	
Year 3	Spatial Sense Builds on the previous Y1 and Y2 spatial sense units. The work on San Francisco in this unit links to the Year 6 units on Northern America. Grid formation of cities links to roman history in Y2 – Alexander the Great encouraged cities he established to adopt the grid system. The unit looks at the Golden Gate Bridge which links to Y2s Northern Europe unit where they look at the Oresund Bridge.	Settlements This links to the Y3 history unit on Ancient Egypt and how they settled around the Nile.	Rivers This unit builds on the Y1 unit on continents and is supported by the wider skills developed in spatial sense units. It also links to the Y3 unit which looks at San Francisco as rivers of North and South America are looked at. Moreover this links forward to the Y6 units on North and South America.	UK Geography: London and the South East Builds on UK studies so far. Previous unit on Western Europe included a comparison of London and Paris giving vital background information about London which informs this unit. There is also a look at the English channel and location of France in relation to UK which builds on this too There are also links to settlements via trade and Western Europe when we look at the position of Londinium by the Ancient Romans to avoid invasions by Germanic raiders. This unit provides a key ground for future UK units in Year 5 and 6. Children learn about the Roman town of Londinium so this makes firm links to Year 2 and 4 history on Romans.	Western Europe Builds on previous continents unit (year 1) and the Northern Europe unit (Year2). Builds on Y3 settlements unit. Includes a focus on London which links forward to the Year 4 UK geography unit on London and Southend This geography supports the learning in the World War history units of Y6 More broadly significant events in Western Europe include Rise of the Roman Empire (Y2 and Y4) , Ancient Greeks (Y3) French Revolution (Year 5), the industrial revolution (Year 5)	

Year 4	Spatial Sense Builds on previous spatial sense units and the in-depth studies of Europe (Year2-4) and Asia (Year 3-4) by highlighting tropics and climates. Provides important foundations for all units going forward.	Mediterranean Europe Links to previous European units. Rome is highlighted in this unit so makes important links to the Year 2 and year 4 Roman units in History. There are also links to Greece in this unit and the Year 3 unit on Ancient Greece. <i>Art: Study of 3D drawing with connections through the artists studied</i>	Eastern Europe Builds on European knowledge developed so far in Years 2 – 4. Also develops UK knowledge with a comparison of UK and Russia Rivers are located so this builds on the Y3 rivers unit. The unit explains that people have lived in vast regions for many years, many nomadic tribes throughout history rode horses across the grassland (links to the Mongols attacking Baghdad in Year 5 history.)		UK Geography: The South West This unit build on the previous UK units and links back to the Year 3 unit on settlements as it highlights Roman settlements in Exeter and Bath. It has history links as it highlights the Jurassic Coast in Dorset and the Roman (Year 2) settlements in Exeter.	
Year 5	Spatial Sense Builds on previous spatial sense units and develops and brings together the children’s developing wider understanding of the globe, continents and their place in relation to this.	Mountains Mountains in North and South America and Africa are explored. Building further on children’s continental knowledge and laying ground work for the Year 6 units on these areas. Furthermore this unit builds on children’s growing detailed knowledge of Europe (Years 1-4) by focusing on the Alps. Knowledge of tectonic plates covered in this unit links with continents too.	UK Geography: East Anglia, the Midlands, Yorkshire and Humberside. Builds on children’s growing, detailed knowledge of the UK in all previous year groups. Links to history on Roman’s by exploring some areas of British history in detail such as York which was a major Roman (and later Viking) city. Whitby is highlighted as a major centre for British Christianity and as the first ever place invaded by Vikings in Britain!	Australia There are links to the French Revolution unit in History with exploration of exile and the idea or ‘prison colonies.’ Builds on continental knowledge and has direct links more broadly to UK history.	New Zealand and the South Pacific Links to the previous Australia unit. <i>Art: Print making linked to New Zealand</i>	
Year 6	Spatial Sense Builds on previous spatial sense units to ensure children leave St. John’s with a rich understanding of the globes, atlases and the planet on which they live.		North America Links to Y3 work on rivers and the Y3 spatial sense unit which looks at San Francisco. Links to Y1 work on continents and builds on the spatial sense units too. UK comparisons are made which builds on the UK geography thus far.	South America Links to rivers in Y3 and continent/spatial sense work. This unit talks about Pangea which relies on an understanding of plate tectonics which is touched on in Y3 mountains too.	Africa This unit builds on the Y5 history unit on transatlantic slave trade. Children build on their spatial sense/continental knowledge as they branch out to a detailed study of another continent. Links are made to North America (Y6) as we look at how we can trace the immigration of the earliest people from Africa to North America.	

Assessment

Quizzes and reporting: At the end of each unit a short assessment quiz needs to be completed. These are pre-prepared and need to be completed by each child so that they accurately reflect children's knowledge. As such, reading questions to children is not a problem but be aware that pupils can very good at inferring from intonation, emphasis or gesturing so be sure to read the questions and options in a neutral way and be mindful of gesturing/pointing. Furthermore, make sure children do not have site of another child's quiz. Once the short quiz is completed get children to stick it into their exercise book and then score each quiz and enter the scores onto the assessment spreadsheet. Only enter the scores and the spreadsheet will produce the % automatically.

The image shows three overlapping assessment forms. The top form is a quiz sheet for Year 3, titled 'Year 3' in a yellow box. It contains six multiple-choice questions about geography. The second form is a 'Spatial Sense' score sheet, which has a table for entering scores for Pupil 1 through Pupil 7. It includes a vertical bar chart with a color gradient from red (0%) to green (100%). The third form is a 'Settlements' score sheet, similar to the first but for a different topic, also with a table for Pupil 1-7 and a corresponding bar chart.

Year 3 Quiz Questions:

- Kent is a county in:
 - A Wales
 - B The South West of England
 - C The North of England
 - D The South East of England
- The river that runs through London is:
 - A The River Severn
 - B The River Thames
 - C The River Avon
 - D The River Humber
- These are settlements in the South East:
 - A Plymouth, Birmm
 - B Bristol, Exeter and Plymouth
 - C London, Tunbridge Wells and
 - D The Sea
- London was founded by the:
 - A Saxons
 - B Vikings
 - C Picts
 - D Romans
- A pier is:
 - A A walkway that floats on the surface of the water
 - B A long walkway out into a river
 - C A long walkway out to sea
 - D A hut on a beach
- The White Cliffs of Dover are in the:
 - A Clent Hills
 - B Snowdonia
 - C Brecon Beacons
 - D South Downs

Spatial Sense Score Sheet:

Pupil	Enter number of correct answers	Spread sheet will make %
Pupil 1	5	100%
Pupil 2	4	80%
Pupil 3	3	60%
Pupil 4	2	40%
Pupil 5	1	20%
Pupil 6	0	0%
Pupil 7	0	0%

Settlements Score Sheet:

Pupil	Enter number of correct answers	Spread sheet will make %
Pupil 1	5	100%
Pupil 2	4	80%
Pupil 3	3	60%
Pupil 4	2	40%
Pupil 5	1	20%
Pupil 6	0	0%
Pupil 7	0	0%

This should provide a quick and reliable overview of the knowledge being retained by pupils through the school and can be used to highlight areas where further coverage might be needed before moving on. Furthermore, this provides a valuable opportunity for children to develop their retention of knowledge through recall practice and succinct way to summarise key knowledge from the unit. It is important that these are marked with or by the children so they can check their own knowledge and review any misconceptions themselves.

Extended writing & skills assessment tasks: Some units contain further assessment and application opportunities in the last lessons via extended writing or other skills-based tasks. For example: The year 6 unit on South America includes an extended writing task on one of the following: (a) Comparing and contrasting North and South America; (b) Describing the challenges the country of Brazil face;(c) Describing human and physical geographical features of South America. The year 4 unit on Mediterranean Europe includes a skills-based task asking children to label a map of Mediterranean Europe. The assessment quiz (see above) and at least one other task should be completed at the end of the unit. These activities provide important opportunities for pupils to recall and apply their new knowledge which deepens retention whilst also providing valuable assessment information and, in some instances, chances for children to develop their literacy. Ensure assessment tasks are put into books as these pieces of work can be reviewed as part of moderations or book checks to provide a deeper insight into coverage and the depth of learning across the school in geography.