

Skills Overview: Geography

Geography Rationale:

At St Peter's we follow the PKC Geography curriculum, which is knowledge rich. This means the knowledge children will gain has been carefully specified, ordered coherently and built 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. 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.

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 coordinates, 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. 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.

WHOLE SCHOOL Geography OVERVIEW

Our geography curriculum 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.

	Autumn	Spring	Summer
Year 3	Spatial Sense (Autumn 1)	Rivers (Spring 1)	Western Europe (Spring 1)
<u>Knowledge (Substantive)</u> Compass directions Eight-point compass. Local area Ordnance survey maps and symbols Concept of trade as an exchange of goods. Climate, Vegetation, crops France Study. Journey of a river, source to mouth, application of knowledge in different contexts	<u>Lessons</u> 1. Maps, compasses and symbols 2. Four and Six Figure Grid References 3. Fieldwork- The Local Area 4. A contrasting locality (Human Geography) 5. A contrasting locality (Physical Geography)	<u>Lessons</u> 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	<u>Lessons</u> 1. Countries and Settlements in Western Europe 2. Climate of Western Europe 3. Trade in Western Europe- What do people make, buy and sell? 4. France

			5. A comparison of London and Paris
<u>Skills (Disciplinary)</u> The skills of identifying direction, interpreting symbols and locating grid references can be applied in a number of contexts in the geography curriculum. Comparing localities Studying rivers, identifying their locations, how they shape the land, how human actions impact them, all contribute to a growing understanding of physical geographical processes. Over time, children will recognise the importance of rivers to the local community and to the world.	<u>Links</u> Y4-6 Spatial sense units will build from this unit. Prior learning in KS1 in the local area. Comparing localities is an ongoing skill in all other place studies throughout KS2.	<u>Links</u> Western Europe Y3, term 2 London South East Y4 term 2 UK Y5 term 3 North/South America Y6 term 2 Africa Y6 term 3	<u>Links</u> Comparing localities as in term 1. Map work links to work done in Spatial Sense and any locality work going forward.
	Settlements (Autumn 2)	UK Geography: The South West (Spring 2)	Asia: China and India (Summer 2)
	<u>Lessons:</u> 1. Settlements 2. Types of Settlements 3. Urban, Rural and Suburban areas 4. Population Density 5. Sites and Situations of Local Settlements	<u>Lessons:</u> 1. Introduction to the South West 2. Coastal areas and erosion 3. Landmarks and tourism 4. Agriculture and climate 5. Change over time	<u>Lessons:</u> 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

	<u>Links:</u> Comparing localities is an ongoing skill in all other place studies throughout KS2.	<u>Links:</u> Y4 London and South-East unit Y3 Settlements unit Y6 Geographical issues unit	<u>Links:</u> Japan Y4 term 3 Y3 Spatial sense unit. Prior learning in KS1 in the local area.
Year 4	Spatial Sense (Autumn 1)	Eastern Europe (Spring 1)	UK: London and South-East (Summer 1)
<u>Knowledge (Substantive)</u> The globe and the lines geographers draw around it to help locate places. Lines of latitude, lines of longitude, Prime Meridian line. The equator line. Children build their understanding of what these conceptual tools are and why geographers use them, over time. Knowledge of UK counties, geographical regions, topographical features, atlas work, regional proximities. Combined knowledge of Japan/India/China- place in the world using atlases, tectonic plates, meteorology, tsunamis	<u>Lessons</u> 1. Globes and the Tropics 2. Scale 3. Grid References 4. Our Local Area 5. Our Local Area- Changes over Time	<u>Lessons:</u> 1. Key Places in Eastern Europe 2. Climate of Eastern Europe 3. Russia 4. Compare and contrast physical features (with UK Moscow/London) 5. Compare and contrast human features (with UK Moscow/London)	<u>Lessons</u> 1. Introduction to the South East (Counties) 2. London 3. Canterbury 4. Brighton 5. Dover
<u>Skills (Disciplinary)</u> Moving on, children will apply their knowledge of grid references to maps of	<u>Links</u> Y5 & 6 Spatial sense units will build from this unit. Prior learning in Y3 Spatial Sense.	<u>Links:</u> Spatial Sense, Y3 Western Europe Y4 Mediterranean Europe	<u>Links</u> Life in Ancient Rome (Y4 History Spring term)

their local area. They will look at local landmarks, places of interest and physical features, familiarising themselves with local geography and building their knowledge of the local area. Children will look at maps and images from the past and will look for changes in their local area over time. Children will look at why Romans chose the South East to position themselves, Dover's significance as a ferry port and the effects of erosion on the White Cliffs. Comparing localities, atlas and map skills developing, impact of geographical locations	Comparing localities is an ongoing skill in all other place studies throughout KS2.		UK: East Anglia etc (Y5 Summer) Rivers (Y3 Summer)
	Mediterranean Europe (Autumn 2)	UK Geography: Northern Ireland	Japan (Summer 2)
	Lessons: 1. Key Places in Europe 2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements	Lessons: 1. An Introduction to Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. Finn MacCool and the Giant's Causeway 5. The Marble Arch Caves	Lessons: 1. Locating India and China 2. Human and Physical Geography of India 3. Rivers of India 4. Human and Physical Geography of China 5. Location of Japan 6. Weather and Climate in Japan

			7. Geographical features of Japan
	<u>Links:</u> Y3 Western Europe Y3 Settlements Spatial sense unit Y4 Eastern Europe	<u>Links:</u> Y6 Uk Geography Spatial Sense Y2 British Isles	<u>Links:</u> Meteorology - Science Y5 Spatial sense units Rivers Y3 Summer Mountains Y5 Spring
Year 5	Spatial Sense (Autumn 1)	UK: East Anglia, Midlands, Yorkshire, Humberside (Spring 1)	New Zealand and the South Pacific (Summer 1)
<u>Knowledge (Substantive)</u> Latitude, longitude, Prime Meridian, Northern & Southern hemispheres and East and Western hemispheres. Scale to calculate distances. Relief maps and contours Mountain ranges and Famous climbers Industry, landscape, construction, farmland, flooding	<u>Lessons:</u> 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres 3. Maps: using coordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps	<u>Lessons:</u> 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	<u>Lessons:</u> 1. New Zealand and the South Pacific- location and physical geography 2. The history of New Zealand- The Maori 3. Earthquakes 4. Climate 5. South Pacific Islands
<u>Skills (Disciplinary)</u> Using the substantive skills across UK and mountain (topological) units	<u>Links</u>	<u>Links</u> Spatial Sense UK: London/South East Y4 Spring	<u>Links:</u> Y4 Japan Y3 Settlements

Physical geography background information for future lessons Human geography - how trade has changed landscape - building of viaducts, bridges etc	Y6 Spatial sense units will build from this unit. Prior learning in Y3/4 Spatial Sense. Comparing localities is an ongoing skill in all other place studies throughout KS2.	Local area - Y3 Spatial Sense Rivers - Y3 Summer Western Europe - Y3 Spring	Spatial Sense Y5 Australia
	Mountains (Autumn 2)	Australia (Spring 2)	Local Study (Summer 2)
	Lessons: 1. Mountains 2. The Alps 3. The High Peaks of the Himalayas 4. American Mountains 5. African Mountains	Lessons: 1. Australia- location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity	Lessons: 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork) 5. Graphing data
	Links India/China/Japan Y4 Summer South/North America Y6 Spring Africa Y6 Summer Rocks Y3 Science Summer	Links: Y3 Settlements Spatial Sense Y4 New Zealand	Links: Spatial Sense Y3 Settlements Y3 Rivers Y6 British geographical issues
Year 6	Spatial Sense (Autumn 1)	North America (Spring 1)	Africa (Summer 1)
<u>Knowledge (Substantive)</u>	Lessons: 1. Latitude and Longitude	Lessons 1. The Countries of North America	Lessons 1. The Continent of Africa

Lines around globe (lat, long, tropics, equator, hemispheres) Arctic and Antarctic circles, climate time zones, international date line, map projection Countries of North/South America, biomes, links to history (civilisations and empires), rainforest Diversity of continent of Africa Farming and desertification Trade	2. The Arctic and Antarctic Circles 3. Time Zones 4. Map Projection 5. Maps of the World	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	2. Past civilisations and empires – Mansa Musa 3. The Sahara Desert and Desertification 4. Food Security 5. Kenya
<u>Skills (Disciplinary)</u> Comparing maps of different parts of the world Sustainability of rivers, human settlement around rivers Population Application of geographical skills through locational knowledge, understanding of physical and human geography through the years	<u>Links</u> Prior learning in Y3/4/5 Spatial Sense. Comparing localities is an ongoing skill in all other place studies throughout KS2. Years 7 to 9 is split into four areas. Pupils develop their spatial awareness of countries using maps of the world. They study Africa, Russia, Asia and the Middle East, focusing on their environmental regions, including deserts, countries and major cities.	<u>Links</u> Rivers Y3 Summer Comparing localities - spatial sense units Trade and Settlement - Baghdad AD900 (Y5 History Spring) Ancient Rome and Ancient Greece Y4 History	<u>Links</u> North/South America Y6 Spring Baghdad AD900 (y5 Spring History) Spatial sense units History of Human rights (Y6 history summer) Ancient Egypt (Y3 History Spring) Art from West Africa (Y5 Summer Art)
	British Geographical Issues (Autumn 2)	South America (Spring 2)	Globalisation (Summer 2)

	Lessons: 1. Air Pollution 2. Climate Change 3. Waste 4. Litter 5. Local context	Lessons: 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	Lessons: 1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good?
	<u>Links:</u> Y5 Local Study Y5 UK Geography Y3 Settlements Y3 Rivers Y4 UK Geography Y6 spatial Sense	<u>Links:</u> Spatial Sense Y6 North America Y3 Settlements	<u>Links:</u> Y6 British geographical issues Y3 Settlements Y3 Rivers Spatial Sense