

NAWTON AND ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOLS FEDERATION

ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOL

Intent:

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - ✓ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ✓ Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - ✓ Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation:

At Rosedale Abbey CP School we use The Key to The National Curriculum: Teaching Geography through Places which focuses on teaching geography through place, imparting the required skills and Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork in a real context. In KS1 additional units of work are planned by the Geography Lead to develop children's understanding of the local area.

In Key stage 1 children will develop their knowledge of the world, the United Kingdom and their locality. They will develop their understanding of basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

GEOGRAPHY CURRICULUM COVERAGE YEAR 1 (2023/2024)

	AUTUMN TERM	SPRING TERM	SUMMER TERM
CLASS 1	Fieldwork using maps – The Surrounding Area	A small area in a non-European locality – Sekkunda, The Gambia	Local Area Study - Pickering
CLASS 2	A region in a European Country – Naples and Campania Locational Knowledge and Mapping: Y3/4 – Y5/6 – Geocaching – Sutton Bank	A region of the UK – East Anglia Locational Knowledge and Mapping	A region in a European Country – Paris Basin Locational Knowledge and Mapping

CURRICULUM COVERAGE YEAR 2 (2024/2025)

	AUTUMN TERM	SPRING TERM	SUMMER TERM
CLASS 1	Using maps – My School	A small area of the UK – The Isles of Scilly	Using maps – My School Grounds
CLASS 2	A region within South America – The Amazon Basin Locational Knowledge and Mapping Y3/4 – Geocaching – Danby Moors Centre Y5/6 -	A region within North America – California Locational Knowledge and Mapping	A region of the UK – South Wales Locational Knowledge and Mapping

Key Stage 1: By the end of Year 2 children should be able to:

Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical Skills and Fieldwork
<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>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.</p>	<p>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.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">✓ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather✓ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<p>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.</p> <p>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.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">✓ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather✓ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Key Stage 2: By the end of Year 4 children should be able to:

Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical Skills and Fieldwork
<p>Locate the world's countries studied</p> <p>Use maps to focus on studied locations in Europe (including the location of Russia) North and South America</p> <p>Use maps to focus on studied locations in North and South America</p> <p>Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate the main cities of the United Kingdom</p> <p>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and begin to understand how some of these aspects have changed over time.</p> <p>Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>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</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ✓ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ✓ 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 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass and four-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</p> <p>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.</p>

Key Stage 2: By the end of Year 6 children should be able to:

Locational Knowledge	Place Knowledge	Human and Physical Knowledge	Geographical Skills and Fieldwork
<p>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.</p> <p>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</p>	<p>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</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ✓ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ✓ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, 	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch</p>

<p>rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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)</p>		<p>minerals and water</p>	<p>maps, plans and graphs, and digital technologies.</p>
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IMPACT:

The impact of the curriculum will be reviewed at the end of the year through observations and assessments of pupils' learning and through pupil discussions about their learning. These will be undertaken by the Curriculum Lead and members of our Governing Body.