

NAWTON AND ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOLS FEDERATION

Curriculum Statement for Geography

Aims:

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.

Early Years Foundation Stage: By the end of EYFS children should be able to:

Three and Four Year olds (End of Nursery)	Reception	Early Learning Goals
<p>Mathematics: Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Understanding the World: Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Understanding the World: 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.</p>	<p>Understanding the World: 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.</p> <p>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.</p>

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>Building on EYFS knowledge of their own environment, children continue to learn the names of key places in their locality, and increasingly the UK and the World.</p> <p>The children learn to name and locate the key characteristics and places of their locality.</p> <p>The children learn to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Children also learn the names of the world's oceans and continents</p>	<p>Children begin to compare places in the UK with a place outside of the UK.</p> <p>The children study The Isle of Scilly and The Gambia building on EYFS knowledge and understanding of the world, people and communities. Children learn to apply the skills of observing similarities and differences to places as well as people.</p>	<p>Building on their EYFS knowledge of how environments may vary children begin to learn about the physical and human features of geography, including their locality, the UK and the World.</p> <p>The children study the Isle of Scilly and The Gambia.</p>	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>The children study the Isle of Scilly and The Gambia.</p>
<p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <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>use key vocabulary to demonstrate knowledge and understanding in this strand: 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</p>	<p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <p>compare the UK with a contrasting country in the world;</p> <p>compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 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>KS1 Geography National Curriculum</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>KS1 Geography National Curriculum</p> <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>Begin to recognise key geographical features on maps:</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>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. Children can:</p> <ul style="list-style-type: none"> ✓ locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; ✓ name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; ✓ 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; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical</p>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum Children can 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. Children can:</p> <ul style="list-style-type: none"> ✓ understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; ✓ explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; ✓ understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; ✓ explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> ✓ physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; ✓ human geography, including: types of settlement and land use; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: 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, need, shelter, food.</p>	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can:</p> <ul style="list-style-type: none"> ✓ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; ✓ use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; ✓ use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>

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>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>			
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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>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can:</p> <ul style="list-style-type: none"> ✓ use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; ✓ name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; ✓ identify the position and significance of latitude, longitude, 	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum Children can 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. Children can:</p> <ul style="list-style-type: none"> ✓ understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; ✓ understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</p>	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>KS2 Geography National Curriculum Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> ✓ physical geography, including: climate zones, biomes and vegetation belts, mountains 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 key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement,</p>	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p>KS2 Geography National Curriculum Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children can:</p> <ul style="list-style-type: none"> ✓ use maps, atlases, globes and digital/computer mapping to locate countries and describe features; ✓ 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; ✓ use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>

Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.		resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.	
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INTENT:

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

IMPLEMENTATION:

The Nawton and Rosedale Abbey Federation implements The Key to The National Curriculum: Teaching Geography through Places as its core curriculum with enhancement units that deepen pupils knowledge of fieldwork and geographical skills, with an emphasis on mapwork. The teaching of geography is focused on the study of place, imparting the required skills, 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 to develop children's understanding of the local area.

In Key stage 1 children develop their knowledge of the world, the United Kingdom and the locality. They 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. In KS1 there are additional planned units of work that develop the key geographical skills and fieldwork.

Key stage 2 Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance locational and place knowledge. In KS2 there are further progressive units of work that develop the key geographical skills and fieldwork.

Curriculum Coverage:

ACADEMIC YEAR 2023/2024	ACADEMIC YEAR 2024/2025	ACADEMIC YEAR 2025/2026	ACADEMIC YEAR 2026/2027	ACADEMIC YEAR 2027/2028	ACADEMIC YEAR 2028/2029	ACADEMIC YEAR 2029/20230
YEAR A	YEAR B	YEAR A	YEAR B	YEAR A	YEAR B	YEAR A

YEAR A:

	AUTUMN TERM	SPRING TERM	SUMMER TERM
CLASS 2	Local Area Study 2	A small area in a non-European locality: Serrakunda, The Gambia	
CLASS 3	Mapwork 3		A region in a European country: Naples and Campania
CLASS 4	Mapwork 4	Ecosytems and Biomes	A region in a European Country: The Paris Basin

YEAR B:

	AUTUMN TERM	SPRING TERM	SUMMER TERM
CLASS 2	Local Area Study 1	A small area of the uk: The Isles of Scilly	Where I Live: Countries and Continents
CLASS 3	Mapwork 1	A region within North America: California	A region of the UK: East Anglia
CLASS 4	Mapwork 2	A region within South America: The Amazon Basin	A region of the UK: South Wales

IMPACT:

We believe that the impact of implememting our geography curriculum ensures, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.