

All Saints CEVA Primary School



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Primary School

Geography Curriculum

'In the beginning, God created the heavens and the earth.'

Genesis 1:1

Our Aim

At All Saints CEVA Primary our school motto is 'A school family learning and growing together with Jesus Christ.' The opening line of the Bible, 'In the beginning, God created the heavens and the earth,' sets our foundation for geographical learning as we develop a respect for God's creation.

In geography, we aim to develop a geography curriculum that grows a love of learning and incorporates 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 underpinning foundation of understanding God's world will be incorporated both explicitly and implicitly.

Teaching and Learning:

All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. Key words are also highlighted which are to be used by children to deepen their geographical knowledge. See progression map.

As our curriculum is underpinned by Genesis 1:1, 'In the beginning, God created the heavens and the earth,' both staff and children have a deeper understanding of how our world is important to our religious identity. As teachers we will set 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.

Geography Curriculum Progression

Three and Four-Year-Olds	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'.
	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.
Reception	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.
ELG	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.
		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.

Mapping learning objectives: Long Term Plan for Geography

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Skills	Local Area Place Knowledge Locational Knowledge	Place Knowledge Human and Physical	Human and Physical	Place Knowledge Human and Physical		
EYFS	Traditional Tales Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as animals. To understand daily routine.	Free Flow Topic learning	Free Flow Topic learning	To make observations of animals and plants and explain why some things occur, and talk about changes.	To know about similarities and differences in relation to places, objects, materials and living things. To make observations of animals and plants and explain why some things occur, and talk about changes.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

name and locate the world's seven continents and five oceans;

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

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

Pupils should be taught to:

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;

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;

— key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

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;

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;

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;

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.

Mapping learning objectives: Long Term Plan for Geography

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Skills	Locational Knowledge Human and Physical		Place Knowledge Locational Knowledge Human and Physical		Place Knowledge Locational Knowledge Human and Physical	
Year 1	Traditional Tales To create a simple map of my own with a simple key		Great Fire Of London To find the UK and its countries on a map, globe and in an atlas To name and locate the four countries and capital cities of the UK To identify landmarks and basic human and physical features on a plan or aerial photograph		Australia and Oceans To locate Australia on the map To understand the 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. To name the continents and oceans	

Mapping learning objectives: Long Term Plan for Geography

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Skills	Place Knowledge Locational Knowledge	Locational Knowledge Human and Physical	Map Skills Field Work	Place Knowledge Human and Physical		
Year 2	<p>To name and locate the continents and oceans of the world</p> <p>To describe a place outside of Europe using geographical words</p> <p>To describe the key features of an island</p> <p>To describe key features of a place from a picture</p>	<p>To name the capital cities of England, Scotland, Ireland and Wales</p> <p>To find where I live on a map of the UK</p> <p>To name the seas surrounding the UK</p> <p>To use N/E/S/W language</p>	<p>To say what I like and dislike about the place I live</p> <p>To say what I like and dislike about a different place</p> <p>To use N,S,E,W to describe the location of features and routes on a map</p> <p>To put a key on a simple map</p> <p>To use locational and directional language</p> <p>To identify landmarks and basic human and physical features on a plan or aerial photograph</p>	<p>To describe a place outside of Europe using geographical words</p> <p>To identify landmarks and basic human and physical features on a plan or aerial photograph (of a place outside of Europe)</p> <p>To explain how jobs may be different in other locations</p> <p>To explain how an area has been spoilt or improved and give my reasons</p>		

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

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;

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;

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

Pupils should be taught to:

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

Pupils should be taught to:

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 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

Pupils should be taught to:

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;

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 the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Mapping learning objectives: Long Term Plan for Geography

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Skills	Place Knowledge Locational Knowledge Human and Physical	Place Knowledge Locational Knowledge	Locational Knowledge Human and Physical Field Work	Locational Knowledge Human and Physical	Place Knowledge Human and Physical	Human and Physical
Year 3	Ancient Greece I can locate Greece on a map	Ancient Greece I can compare maps in the past and present	Sketch Maps I can draw a sketch map I can use a key I can survey the land (field work) I can draw a sketch map and use a key (field work follow up) I can identify how land is used (rural/urban) I can identify types of farming in the UK (arable/pastoral)	Stonehenge I can find Skara Brae on a map I can find Stonehenge on a map	Volcanoes I can identify natural and human disasters I can describe the structure of the Earth I can explain how volcanoes form I can identify the features of 2 volcano types I can consider the costs and benefits of living near a volcano I can describe events at Pompeii 79AD(History)	Italy I can locate Italy and its key locations on a map I know the difference between the physical and human geography of Italy I can explore famous landmarks and cities of Italy I can explore the culture of Italy I can compare Italy and the UK I can discuss the importance of tourism in Italy I can present what I have learnt about Italy

Mapping learning objectives: Long Term Plan for Geography

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Skills	Place Knowledge Locational Knowledge	Place Knowledge Locational Knowledge	Place Knowledge Locational Knowledge Human and Physical	Place Knowledge Locational Knowledge Human and Physical	Place Knowledge Locational Knowledge Human and Physical	Place Knowledge Human and Physical
Year 4	Romans- History Focus To name and locate European Countries	Vikings & Anglo Saxons- History Focus To name and locate places in the UK	Russia To imagine what life is like in Russia. To identify the physical geographical features of Russia. To understand that Russia has a range of different climates. To describe the population distribution in Russia. To understand what urban and rural mean. (Geography, KS1, 2a,2d) (Geography, KS2, 2a) • To recognise and appreciate the similarities and differences between urban and rural Britain.	Russia- History Focus	Tropical Rainforests To use atlases and maps to locate the areas of the main tropical rainforests. To name and describe the four layers of a tropical rainforest. To name and locate rivers in a rainforest	Tropical Rainforests To understand land use in a rainforest To be able to understand and explain what deforestation is To describe and understand resource distribution. To examine the rubber trade

Mapping learning objectives: Long Term Plan for Geography

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Skills	Locational Knowledge Human and Physical Field Work	Locational Knowledge Human and Physical	Place Knowledge Locational Knowledge		Place Knowledge Human and Physical	Place Knowledge Human and Physical
Year 5	<p>Ancient Egypt To define bodies of water (lake, ocean, sea, river, waterfall, reservoir, canal, geyser) To identify the importance of water to a civilisation</p>	<p>Rapid Rivers To know how to use an atlas (contents, index, grid system) To identify physical features of an African country (mountains, river, tributaries, desert) To identify the capital city and major cities in a country To track the journey of a river from the source to the mouth using digital mapping To name a locate Britain's and the world's most famous rivers</p>	<p>De Geografie van Nederland To use an atlas to locate European countries To identify human features (capital city, major city, provinces) and physical features (neighbouring countries, sea, rivers, canals) in a European country To describe types of settlement, land use and economic activity in an European country To explain the positive and negative impacts of locating near water To identify different types of flood defence and their impacts To identify symbols on an Ordnance Survey map To use 4 and 6 figure grid references on a range of maps To plot a route on a map using grid references and the eight points of a compass</p>	<p>The Dutch and I</p>	<p>The Space Race To use an atlas to locate countries across the world (including USA, Russia, Japan and China) To identify and label the equator, northern and southern hemisphere, Tropics of Cancer and Capricorn and the continents on a map To name and locate the 7 oceans</p>	<p>The Next Goal To plan a journey to a place in another part of the world, taking into account distance and different time zones To explain why a location is used for a place of business in terms of geographical, human and economical features To compare a celestial body's geographical features to Earth's</p>

Mapping learning objectives: Long Term Plan for Geography

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Skills	Place Knowledge Locational Knowledge Human and Physical	Place Knowledge Locational Knowledge Human and Physical	Place Knowledge Locational Knowledge Human and Physical	Place Knowledge Locational Knowledge Human and Physical	Place Knowledge Locational Knowledge Human and Physical	Place Knowledge Locational Knowledge Human and Physical
Year 6	<p>Mexico To name, locate and identify the countries of Central America. To locate Mexico and its features on a map. To describe similarities and differences between the UK and the Mexico.</p>	<p>Mexico To understand that Mexico is divided into states like the USA, not counties like the UK and that each state has a capital. To locate the ancient Maya Cities. To investigate the Aztecs farming systems - chinampa in Tenochtitlan and create a calendar. To locate and map the areas of chocolate beans.</p>	<p>WW2 To interpret a timeline to track and record the order of events of WW2 on a map. To complete a map of invasions and create a key.</p>	<p>WW2 To create a map highlighting the Allies and Axis powers countries with a key. To create a map showing movement of the Nazi troops at the time of the Dunkirk evacuation.</p>	<p>Local To identify the main features of Northampton's expansion since the 1800s. To use sources to find out about Victorian buildings in Northampton and compare to buildings today.</p>	<p>To recognise that over time some things have changed and others stayed the same. To compare O.S. maps of the local area in 1900 and in present day. To retrieve information from census forms from Victorian Northampton.</p>

Geography Websites

EYFS

<https://www.geography.org.uk/teaching-resources/early-years-and-primary-resources> <https://www.bbc.co.uk/bitesize/subjects/zwr8mp3>

KSI

<https://www.geography.org.uk/teaching-resources/early-years-and-primary-resources>

http://resources.hwb.wales.gov.uk/VTC/where_we_live/eng/Introduction/default.htm

<http://www.crickweb.co.uk/Key-Stage-1.html>

<https://www.bbc.co.uk/bitesize/subjects/zcdqxn6>

<https://www.bbc.co.uk/bitesize/subjects/zbkw2hv>

<https://www.topmarks.co.uk/Search.aspx?Subject=12&AgeGroup=2>

KS2

<https://www.geography.org.uk/teaching-resources/early-years-and-primary-resources>

<https://www.3dgeography.co.uk/about-us>

<http://www.geography4kids.com/>

<https://www.topmarks.co.uk/Search.aspx?Subject=12&AgeGroup=3>

For the grown ups

<https://www.tes.com/teaching-resources/hub/primary/geography>

https://www.education.com/resources/geography/?referral_url=kidsgeo.com

<https://www.natgeokids.com/uk/>

https://www.google.co.uk/intl/en_uk/earth/

https://www.ducksters.com/geography/country/united_kingdom.php

Pupils should name the 7x Continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America. The 5 x Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean. Pupils should use geographical vocabulary for 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

KSI Geography Vocabulary List

Reception	Year 1	Year 2
house right caretaker	near transport wind	England locationDublin
bungalow forwards	far lorry snow	Scotland route Equator
Head Teacher	left bus rain	Northern Ireland aerial view
school backwards cleaner	right car hail	North Pole
church above Police Officer	building summerfog	Eire landscape South Pole
zebra crossing under doctor	plan winter wet	Wales environment Irish Sea
traffic lights tunnel dentist	globe autumn dry	North London North Sea
bridge roundabout map	journey spring hot	South Edinburgh English Channel
street left teacher	travel seasonscold	east Cardiff local
	long short wide	west Belfast distant
	bungalow junctionnarrow	semi-detached terraced address
	town village farm	larger smaller behind
	climate Australia Ocean	city desert ocean
	Continent Equator North Pole South Pole	beach cliff coast
		forest hill mountain
		sea river valley
		soil vegetation seasonal
		port harbourfactory

Lower KS2 Geography Vocabulary List

Year 3	Year 4
settlement	greenhouse
community	valley
landscape	warm
weathering]	polytunnel
relief map	contour
political map	humid
cliff	intensive farming
ocean	height
fieldwork	coastal
industry	arable farming
sketch	hydroponics
North East	evaporation
South East	market gardening
South West	allotment
polar	precipitation
longitude	mixed farming
latitude	distribution
environment	condensation
	organic farming
	import
	hemisphere
	distance
	export
	productivity
	scale
	native/indigenous
	natural
	resources
	grid reference
	sustainable
	man-made

Upper KS2 Geography Vocabulary List

Year 5	Year 6
climate/ weather	migrate naturalised Arctic
deposition	disperse indigenous Antarctic
climate zones	sustainability immigrant renewable
meander	natural disastersurvey population
transportation	natural resources questionnaire biomes
tributary	canopy [trees] latitude vegetation belts
surface confluence	Ordnance Survey longitude climate
vegetation belts	zones
sea level	distance Greenwich/Prime Meridian
mouth	conservation
river	scale Time zone pollution
grid reference	grid reference Northern hemisphere export
source	symbols Southern hemisphere import
delta	urban Tropic of Capricorn tropical
terrain	rural Tropic of Cancer equatorial
products	land use Equator subterranean
ox-bow lake	congestion latitude location
features	pollution longitude minutes [location]
industrial	tectonic plates deforestation magma
grid reference	
contour lines	
continent	
landscape	
natural sub-continent	
water cycle	
population	
development	
arid	
precipitation	
irrigation	
evaporation	
condensation	
ground water	
settlement	
industry	
tourist	
excursion	
scale [maps]	
contours	