EYFS Curriculum	
People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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** • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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 and changing states of matter.
KEY STAGE ONE 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
KEY STAGE TWO	
Locational Knowledge Pupils should be taught to:	**Human and Physical Geography** 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.
- 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.

Intent

At St Mary & St Joseph's we offer a structure and sequence of lessons to help teachers ensure they have progressively 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 including the knowledge and understanding of their role in looking after it and each other. 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

In KS1, children begin to use maps and recognize physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. 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. At the end of each unit, teachers assess children's knowledge in a variety of ways including experiential activities, quizzes and child led presentations. Key vocabulary is included in all medium term plans and knowledge organizers.

Impact

At St Mary & St Joseph's we believe that the impact of our Geography lessons is that geography learning is loved by teachers and pupils alike. Teachers have high expectations and ensure that quality evidence is 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 which they have gathered in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

'A Vision for Excellence'

Knowledge & Skills Progression

Subject: Geography	Subject Leader: Emily England

Area of Learning Name of Geography led unit:	EYFS Winter Wonderland	Year 1 Bright Lights, Big City	Year 2 Land Ahoy!	Year 3 Flow	Year 4 Road Trip USA Misty Mountain Sierra	Year 5 Allotment	Year 6 Frozen Kingdom ID Hola Mexico
Locational and Place knowledge (covered in another named topic)	**Locate Wool on a map- walk around Wool identifying key features: Church, library, train station, pub.** **Use a Globe** Identify oceans, land, Arctic & Antarctic, North & South Poles (Winter Wonderland) Identify China on the globe (Let's celebrate) A**sk geographical questions** about the arctic and Antarctic (WW) & China (Let's celebrate) e.g. What is it like to live in this place? How is this place different to where I live?	**Use maps and globes** to **locate** the UK. Be able to **identify** the 4 countries and **label** the capital cities. **Explain the purpose** of a capital city and **form opinions** on how this affects population size. **Locate** North/South Pole on a map. A**sk geographical questions about London** e.g. What is it like to live in this place? How is this place different to where I live? **Express own views** about London, people and environment. **Draw and label pictures** to show how places are different – London is different to Wool.	**Use maps and a globe** to identify and locate the continents and oceans and understand that both a map and a globe show the same thing. **Use simple compass directions** (North, South, East and West) to describe the location of features on a map. (Towers, tunnels & Turrets) **Study** pictures/videos of two differing localities, one in the UK and one in a contrasting country (CHAD), and **ask geographical questions** about this place e.g. What is it like to live in this place? i.e How is this place different to where I live? UK is surrounded by water whereas Chad is landlocked. How is the weather different?	**Use maps to locate countries of Europe.** Use map keys to identify mountainous areas, urban areas **using 4 figure grid references**. **Identify hilliest areas and flattest areas** as well as **decide** which rivers they think are the largest.(Amazon & Nile) **Study some pictures** of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. **Make reasoned judgements** about where the pictures are taken and **defend** e.g. a mountain top may be in Italy because there is a large mountain range there. **Match key landmarks to the country** and **make suggestions** as to how landmarks affect a country (tourism, economy etc) e.g The Pyramids .	**Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.** **Locate and label** different countries/continents/cities in the Northern and Southern hemisphere. How they think life will be different in the two hemispheres. Identify the different climate zones. What affects the climate. **Discover the cause** of global warming and **research the implications/consequences** for the future. **Identify changes** to be made in own lives in response to this. (Blue Abyss) Focus on North America – climate, habitats, plant and animal types . **Life** in the North America **compared to life in the UK** . Identify and **mark on a map** the different countries/cities of South/North America.	**Use atlases/maps to describe and locate** places **using 6 figure grid references**. (Fallen Fields) **Locate** largest urban areas on a map (?) and **use geographical symbols** e.g. contours to identify flattest and hilliest areas of the continent. **Ask questions** e.g. what is this landscape like? What is life like there? **Study photos/pictures/maps** to **make comparisons** between locations. (France compared to Britain Fallen Fields) **Identify and explain** different views of people including themselves. (Fallen Fields) **Study photographs and maps** of 3 different locations in the UK. **Ask Geographical questions** e.g. How was the land used in the past? How has it changed? What made it change? How	**Use 6 figure grid references and lines of latitude and longitude** to identify countries and cities in the world, the main mountain ranges and the longest rivers. (ID) **Understand how these features may have changed over time.** **Select the most appropriate map for different purposes** e.g atlas to find a country, Google Earth to find a village. **Explain the climates** of given countries in the world and **relate this to knowledge** of the hemispheres, the Equator and the Tropics. (Mexico) **Locate** the major cities of the world and **draw conclusions** as to their similarities and differences. Understand the term 'biome'. **Use knowledge of this term to make suggestions** for places in the world

	Express own views about a the Arctic/ Antarctic, China, the people/ animals and their environment.		How are lifestyles different? **Study** pictures of the localities in the past and in the present and **ask** 'How has it changed?'	**Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.** Look at maps, pictures and other sources to **identify similarities and differences** between a UK region and another country (Egypt). **Compare physical and human features**. **Identify main trade and economy** in Egypt and **compare** to region of the UK (Weymouth/Poole).	**Locate the mountain ranges, rivers and oceans. Discuss how location of geographical features has shaped life.** **Using maps, locate** the Equator, the Tropics of Cancer and Capricorn. **Consider the countries and climates that surround these line**s and **discuss the relationships** between these and the countries. **Critically study photographs** – do they think these were taken close to the Equator or further away. **Use maps to locate features** of the UK e.g. rivers, mountains, large cities. **Explain and defend** which are physical and which are human features. **Label** counties, cities, mountains and rivers.	may it continue to change?	which may be biomes-the main types are tundra, desert, grassland and rain forest, **use maps to locate areas** they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. **Defend reasoning using knowledge of maps.** **Use maps** to identify longitude and latitude. Study maps of Mexico **to identify environmental regions**. **Compare and contrast** these regions. **Locate the key physical and human characteristics**. **Relate these features to the locality** e.g. population sizes near tourist landmarks/rivers, transport links to mountains. **Locate all the man made features** and relate to UK landmarks. **Reflect on the importance and value of the tourism** industry in these areas
Human and Physical Geography	**EYFS** **Use basic geographical vocab to refer to key physical features including:** sea, ocean, weather, Be able to **verbalise about** similarities and	**YEAR 1** **Use basic geographical vocab to refer to key physical features including:** beach, coast, forest, mountain, sea, river, season: weather. **Use basic geographical vocab to refer to key human features, including:**	**YEAR 2** **Use both maps and globes**, **identify** the coldest places in the world – The North and South pole, related to their study of the Arctic. **Make predictions** about where the hottest places in the world are?	**YEAR 3** **Locate places in the world** where volcanoes occur (Mount Etna). Understand and be able to **communicate in different ways** the cause of volcanoes and the process that occurs before a volcano erupts. (Science topic: Rocks. Emperors and Empires topic).	**YEAR 4** Look at pictures and labeled diagrams of different historical settlements over time. (Traders and Raiders) **Draw diagrams, produce writing and use the correct vocabulary** for each stage of the process of volcanic eruption.	**YEAR 5** **Research and discuss** how water affects the environment, settlement, environmental change and sustainability. **Identify trade links** around the world based on a few chosen items e.g. coffee, chocolate, bananas.	**YEAR 6** **Describe and explain the processes** that cause natural disasters. **Draw conclusions** about the impact of natural disasters through the study of photographs, population numbers and other primary sources. Compare maps and aerial photographs.

	differences between the features arctic/ Antarctic and here in Wool. **Ask questions** about the weather and seasons **Observe and record –** create pictures/ collage of seasonal scenes **Express opinions** about the seasons and **relate the changes** to changes in clothing and footwear	city (London), town, village (Wool), factory, farm, house and shop. Be able to **verbalise and write about** similarities and differences between the features of the two localities. **Ask questions** about the weather and seasons. (Splendid Skies) **Observe and record** - draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. (Splendid Skies) **Express opinions** about the seasons and **relate the changes** to changes in clothing and activities e.g. winter = coat, summer = t-shirts. Identifying/ comparing one season's clothing with another. (Splendid Skies)	Children to **identify** the equator and **locate** the places on the Equator which are the hottest. **Use basic geographical vocab to refer to key physical features, including:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Beach combers: Lulworth Cove) **Use basic geographical vocab to refer to key human features, including**: city, town, village, factory, farm, house, office, port, harbour and shop.	**Use the language of rivers** e.g. erosion, deposition, transportation. **Explain and present the process** of rivers. **Compare** how river use has changed over time and **research the impact** on trade in history. **Ask, research and explain the following questions**: Why did the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today? (Emperors and Empires) .	**Ask and answer questions** about the effects of volcanoes. **Discuss** how volcanoes affect human life e.g. settlements and spatial variation.(Misty Mountain Sierra) **Produce own pictures and labeled diagrams.** **Ask and answer questions through own knowledge and self-conducted research:** What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? (Traders and Raiders) **Study maps** of Anglo Saxon and Roman settlements**.** **Draw conclusions** about the location of the settlements based on prior knowledge. **Compare with current maps** and **make suggestions about change.** **Study how land in the local area was used** during the historical periods studied. Look at land use in the same area today and **consider how and why this has changed**. (Traders and Raiders) **Identify main economies** in the immediate area. **Compare with trade in the past**. Why has this changed.	**Discover** where food comes from. **Discuss** and **debate** fair trade**.** **Investigate the facts and join in a reasoned discussion.** **Generate solutions** and **promote ethically sound** trade. Greece: **Study maps and pictures** of Greece . **Compare and contrast** photos and maps from today. **Discuss land use** and **draw conclusions** about the reasons for this based on the human inhabitants and changing needs. **Explain and present the differences** between Ancient Greece and present day. **Reflect on the impact trade/tourism** has on an area and **generate ideas for cause and effect** (Ancient Greeks) **Study photographs, aerial photographs and maps** of Wool/Dorchester/or other local area pre war, post war and present day. (Fallen Fields) **Research and present** Britain's export trade. **Ask and answer the following geographical questions:** What are our main export businesses? Which countries do we trade with most? What	**Make comparisons** and **reflect on the reasons** for the differences. **Study population numbers** throughout the course of WWII and **reflect on the reasons** for changes. Study pictures of land use during these three periods. **Draw conclusions and develop informed reasons for the changes.** Study one key building in the locality during the three periods (e.g. hospital) and **reflect on the changes.** **Look at maps on different scales and calculate scales on own maps.**

Fieldwork	**EYFS** **Describe their immediate environment** Identify changes in seasons, trees. Children to **take photos** of interesting things in our local area and **explain** what the photos show (eg. changes in the trees, in our school playground) **The children get to know the village of Wool** – walk to the library, see the train stations, community hall, pub. **Study aerial photographs** of the earth showing oceans, land, ice.	**1** **Observe and record information** about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. (Superheroes) On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to **create memory maps** to show the journey. (Superheroes) **Study aerial photographs** of the school and label it with key features e.g. school, church, park, shops. Look at a simple map of the local area and **identify** the things they know and have seen. (Superheroes) **Look at an aerial diagram of London and locate its**	**2** **Study maps and aerial photographs** and **use simple compass directions** (North, South, East and West) and **locational and directional language** to **describe** the location of features and routes on a map. **Draw own maps** of the local area; use and **construct basic symbols in a key**. **Observe and record the features** around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on the main road compared to Folly lane road. (Scented Garden) **Children to make suggestions for the cause of the differences.**	**3** **Make field notes/observational notes** about land features. Visit a river, **locate and explain the features.** **Take photographs to support findings** e.g showing different transport used in the area today **Record measurement of river width/depth** Use locational language to describe the location of points on a map of the school/local area. e.g. Tell the children The Iron Man is coming to visit the area in which you live, which includes a tour around the school building and grounds. **Plan a tour** of the school, which includes a **map/ plan** of the school and the **main geographical features you would see identified, with a key.** (Mighty Metals) **Undertake environmental surveys** of the school grounds -	**4** **Design questions and studies** to conduct in the local area. **Identify local features on a map** and **experiment with 4 figure grid references**, using them to **locate and describe local features**. **Undertake surveys.** **Conduct investigations.** **Classify buildings.** **Use recognised symbols to mark out** local areas of interest on own maps. **Choose effective recording and presentation methods** e.g. tables to collect data. **Present data in an appropriate way using keys to make data clear.** **Draw conclusions from the data.**	may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn? **5** **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. **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. **Summarise geographical data to draw conclusions**	**6** **Undertake a traffic survey** of the local main road - **tally counting**, types of vehicle observed, **comparing the traffic flow at different times of the day**, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses **Collate the data collected** and **record it using data handling software** to produce graphs and charts of the results. **Ask Geographical questions e.g.** how is traffic controlled? What are the main problems? **Undertake a street/ noise survey** of a local main road **Undertake a general survey** of the local road: **Form and develop opinions** e.g. Do the pupils like/ dislike the road/ street **Compare road** with another busier/ quieter street/ road **Make suggestions and reflect on own beliefs.** Which street/ road do the pupils prefer? What

	Draw information from simple maps – Once upon a time	**landmark buildings** (eg. identify Big Ben; Houses of Parliament; The Gherkin; The Monument)	**Communicate findings in different ways** e.g. reports, graphs, sketches, diagrams, pictures. Children **make sketches/notes** of their trip to the Durberville Hall and then **create a map to direct others** which uses a key and includes the main physical and human features. (Wriggle & Crawl)	litter, noise, likes/ dislikes, areas for improvement Use the school grounds to **undertake weather surveys**, including wind direction, where the sun shines (north, south, west), **recording a changes and observations using a method of choice** e.g. rainfall - is it the same on all sides of the school. (Mighty Metals) **Make own aerial plan/map of the school**, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).		relating to suitable locations for allotments.	changes/ improvements would they make to either environment? With the children's help, **design and carry out a survey of the views of people** in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. **Use local maps to find other routes** traffic might take. **Report on** the effects of environmental change on themselves and others. **Carry out a role-play** where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road. **Select methods for collecting, presenting and analysing data** **Analyse evidence and draw conclusions** **Be aware of own responsibility in the world**