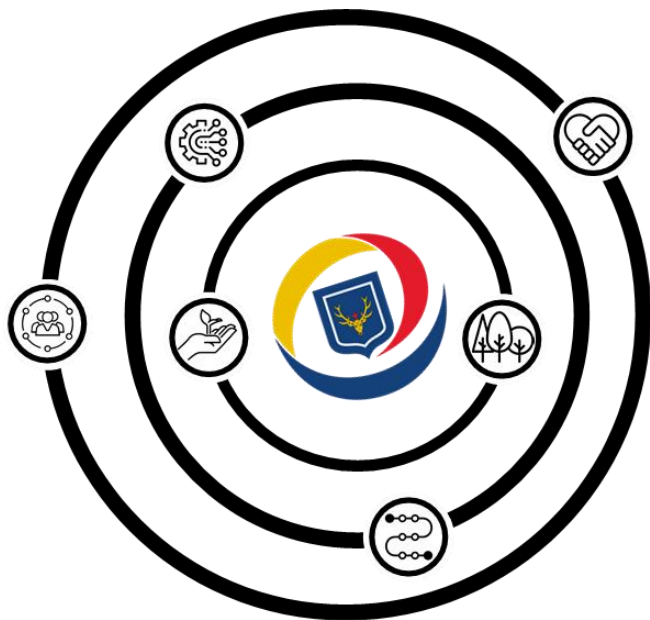


OUR LADY AND ST. HUBERT'S PRIMARY Geography Knowledge and Skills Progression

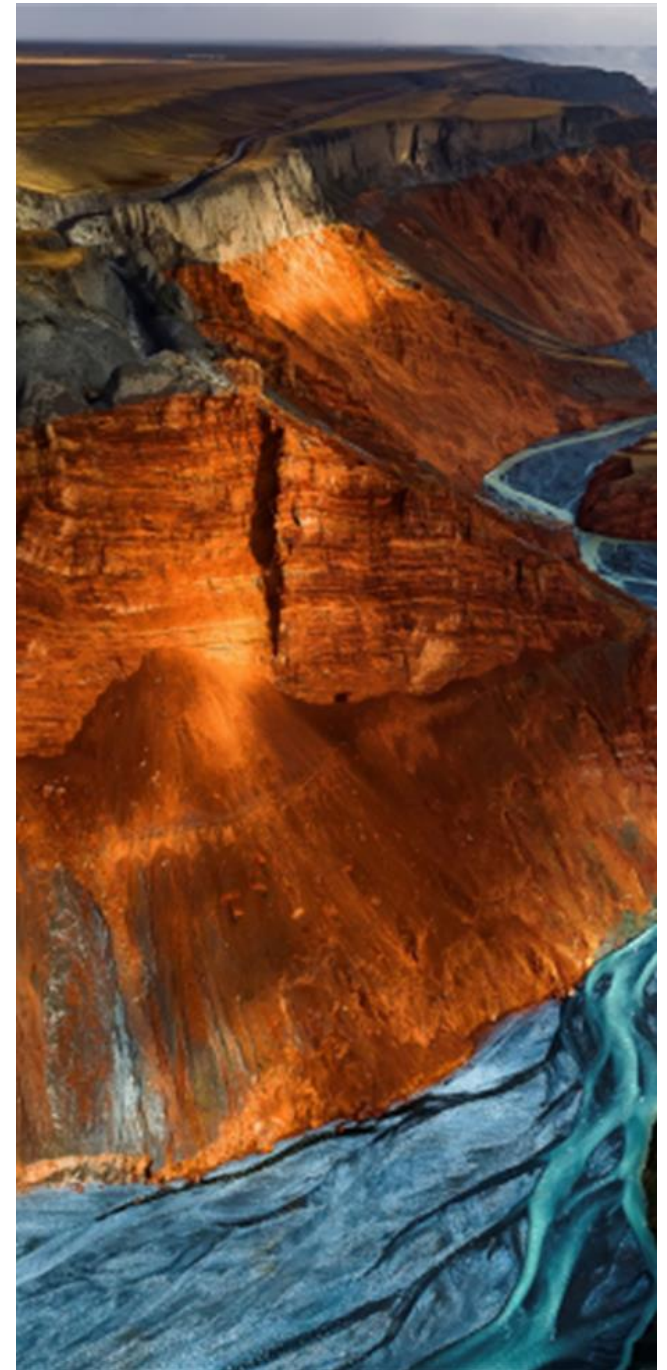


At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.



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Geography Curriculum Intent

This subject can inspire pupils' curiosity and fascination about the world around them and its people, and- if taught well- has the power to inspire them for the rest of their lives. Through this curriculum, we will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We will focus on children's retention of key knowledge and skills within Geography, alongside widening their experiences through enrichment across the school.

Implementation of the Geography Curriculum

Within some themes of our broad curriculum, Geography features as the main 'driver' as it provides an excellent starting point for children to explore their new topic and to build on their understanding of the world around them. Children will explore the Earth's features at different scales; how it has been shaped, how it is interconnected and how they change over time. Children will take part in fieldwork to develop these skills, their understanding of their local environment, and the world they live in. This will help to embed learning from their theme and will work as an effective method of active practice, in keeping with Rosenshine's principles. Each of the 6Cs have a role within the Geography curriculum, notably opportunities for children to Collaborate through fieldwork and research, learning the importance of Communication, both locally and globally, and Citizenship, where they will develop their sense of place and belonging within the world.

Impact of the Geography Curriculum

In learning about Geography, children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them, including their impact on the environment around them - both positive and negative. This will form the basis of their understanding of their place in the world, their role as a citizen and their responsibility to our world. They will be excited about the multitude of cultures in our world and enjoy exploring a variety of its towns, cities and countries.

The National Curriculum for Geography

Main strands of learning- National Curriculum				
Key Stage 1	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 should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: <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 	<ul style="list-style-type: none"> 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 Geography – key stages 1 and 2 3 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 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 should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> describe and understand key aspects of: <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 	<ul style="list-style-type: none"> 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.

	At EYFS	AT KS1		At Lower KS2		At Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Geographical Skills and Fieldwork						
	<p>ELG: People, culture and communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps • <i>Make maps from stories</i> • <i>Follow simple maps in play</i> 	<p>GSF1: 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>GSF2: Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map</p> <p>GSF3: 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</p> <p>GSF4: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</p>	<p>GSF1: 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>GSF3: 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</p> <p>GSF4: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</p>	<p>GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>GSF2: Use the eight points of a compass, four figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and countries studied in depth.</p> <p>GSF3: 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>	<p>GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>GSF2: Use the eight points of a compass, four figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and countries studied in depth.</p> <p>GSF3: 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> <p>GSF4: Develop map skills to include key countries around the world and countries in Europe.</p>	<p>GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>GSF2: Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world and countries studied in depth.</p> <p>GSF3: Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps.</p>	<p>GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>GSF2: Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world and countries studied in depth.</p> <p>GSF3: Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps.</p> <p>GSF4: Expand map skills to include a range of non-UK countries</p>

Location Knowledge

<p>ELG: The natural world</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals • <i>Know where they live</i> • <i>Know how they travel to school</i> 	<p>LK1: Name and locate the world's seven continents and five oceans</p>	<p>LK1: Name and locate the world's seven continents and five oceans</p> <p>LK2: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>LK3: Identify the position and significance of the Equator and the poles</p>	<p>LK1: Locate the world's main countries, noting some of their key physical and human characteristics, countries, and be aware of some major cities</p> <p>LK2: Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (see vocab progression below), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>LK3: Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p> <p>LK4: Compare 2 different regions in UK rural/urban.</p>	<p>LK1: Locate the world's main countries, noting some of their key physical and human characteristics, countries, and be aware of some major cities</p> <p>LK2: Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (see vocab progression below), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>LK3: Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</p>	<p>LK1: Locate large/influential countries-including Europe and North or South America. Locate and name principal cities.</p> <p>LK2: Locate and name the main counties and cities in England. Explore geographical regions and their identifying human and physical characteristics, key topographical features (see vocab progression below), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>LK1: Locate large/influential countries-including Europe and North or South America. Locate and name principal cities.</p> <p>LK2: Locate and name the main counties and cities in England. Explore geographical regions and their identifying human and physical characteristics, key topographical features (see vocab progression below), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>LK3: Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>LK4: Linking with History, compare land use maps of UK from past with the present.</p>
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Place Knowledge

<p>ELG: The natural world</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals • <i>Know where they live</i> • <i>Know how they travel to school</i> 	<p>PK2: Understand geographical similarities and differences through the study of places linked to other topic areas.</p>	<p>PK1: 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>PK2: Understand geographical similarities and differences through the study of places linked to other topic areas.</p>	<p>PK1: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<p>PK1: 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 study from the wider world.</p> <p>PK2: Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt, parts of Prehistoric Britain...</p>	<p>PK1: 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/or a region within North/South America.</p>	<p>PK1: 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/or a region within North/South America.</p> <p>PK2: Understand geographical similarities and differences through the study of key cities linked with current world issues.</p>
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Human and Physical Geography

<p>ELG: People, culture and communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps <p>ELG: The natural world</p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class. • <i>Recognise elements of their environment that are manmade and natural</i> 	<p>HPG1: 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.</p> <p>HPG2: Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>HPG3: Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>HPG1: 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.</p> <p>HPG2: Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>HPG3: Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Pupils will describe and understand key aspects of:</p> <p>HPG1: Physical geography, including: rivers, volcanoes and earthquakes, and the water cycle and extreme weather events</p> <p>HPG2: Human geography, including: types of settlement, population, employment and land use.</p>	<p>Pupils will describe and understand key aspects of:</p> <p>HPG1: Physical geography, including: rivers, volcanoes and earthquakes, and the water cycle and extreme weather events</p> <p>HPG2: Human geography, including: types of settlement, population, employment and land use.</p>	<p>Pupils will describe and understand key aspects of:</p> <p>HPG1: Physical geography including coasts and rivers, climate zones, and the water cycle including transpiration; mountains, climate zones, biomes and vegetation belts.</p> <p>HPG2: 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. Also including trade between UK, Europe and ROW</p>	<p>Pupils will describe and understand key aspects of:</p> <p>HPG1: Physical geography including coasts and rivers, climate zones, and the water cycle including transpiration; mountains, climate zones, biomes and vegetation belts.</p> <p>HPG2: 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. Also including trade between UK, Europe and ROW</p> <p>HPG3: Fair/unfair distribution of resources (Fairtrade).</p> <p>HPG4 : Distribution of natural resources including a study of a contrasting country in developing world</p>
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Key Vocabulary

<p>Country, environment, nature, world, local, weather, seasons, near, far, town, countryside</p>	<p>Bold= Just Year 2</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>ocean, land, sea, North Pole, South Pole, Equator, Pacific Ocean, Atlantic Ocean, Southern Ocean, British Isles, Asia, Africa, Europe, North America, South America, Australia Antarctica,</p> <p>globe, country, continent, place, location, North, East, South, West</p>	<p>Bold= Just Year 3</p> <p>Rivers, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, coastline, rock, sedimentary, continental (tectonic) plates, erosion, tsunami, earthquake, volcano, horizon, river.</p> <p>Ice Age, folding, layers, Jurassic, Cretaceous, millions, thousands, prehistoric, fossil formation, erosion</p> <p>Settlement, land use, population, employment, city, town, village, factory, farm, house,</p>	<p>Bold= Just Year 6</p> <p>Cretaceous, millions, thousands, prehistoric, fossil formation, erosion, rivers, mountains, the water cycle</p> <p>Climate zones, biomes, latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones,</p> <p>Economic activity including, trade links, the distribution of natural resources including energy, food, minerals and water.</p> <p>Settlement, land use, population, employment</p>
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The 6Cs and Geography

How our 6Cs will be evident through our Geography curriculum

 <p>Character</p>	 <p>Citizenship</p>	 <p>Communication</p>
<p>Children will build on their knowledge of the world around them, through investigations and exploration. Posing their own enquiry questions will help to develop children's independent learning.</p>	<p>Through Geography, children will really develop their sense of citizenship through exploration of the world around them. Children will learn about both human and physical geography and how these features impact those who live there.</p>	<p>Once children have collaborated in their creativity to find solutions to local, global or environmental issues, children should present their findings to relevant bodies. This may be important people in school or external visitors, depending on the nature of the project.</p>
 <p>Collaboration</p>	 <p>Creativity</p>	 <p>Critical thinking</p>
<p>Children will have many opportunities to collaborate through Geography. This may be through map investigations, using technology to research places or cultures or presenting information to others about what they have learnt about a place- both near and far.</p>	<p>When investigating places around the world, as well as places closer to home, children will be given opportunities to identify problems facing residents, animals or the environment and try to find effective solutions.</p>	<p>Children will investigate the world we live in, focusing on how places are similar or different to the UK and asking why that is.</p>