



# **GEOGRAPHY**

## **EXPECTATIONS:**

Early Learning Goals which link to the Curriculum

### **Understanding The World (People Culture And Communities)**

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.

### **Understanding The World (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 and changing states of matter.

### **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.



## SUBJECT OVERVIEW

### 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.



### STATEMENTS OF:

#### INTENT

At Riverside, our Geography curriculum has been designed to spark pupils' curiosity and fascination about the places, landscapes, environments and people of the world. Pupils begin by investigating our local area which allows them to establish a sense of their place in the community, and to appreciate what makes Bermondsey unique. Over time, this local view is expanded outwards to give pupils in-depth knowledge of the Earth's physical and human features along with an understanding that they are part of a global community. Pupils recognise how places and people are interdependent and interconnected whilst also understanding that this is affected by current issues in society and the environment. Pupils' fieldwork skills and geographical vocabulary are developed to ensure that they are able to make their own enquiries, reach clear conclusions and explain their findings comprehensively.

#### IMPLEMENTATION

Pupils's comprehension of place knowledge, locational knowledge, human and physical geography, and geographical skills and fieldwork is developed through the diverse topics that we deliver as part of the Geography curriculum. Geography is taught as part of our two-year cycle for each age phase. We alternate our Geography and History units to provide a well-rounded teaching of the humanities subjects throughout the year. At the beginning of each unit of work, pupils communicate their prior knowledge and this informs the delivery of future lessons. We ensure progression and depth through the careful planning of each unit and pay close attention to how all learners will be supported in line with our commitment to inclusion. Opportunities for learning outside the classroom are embedded in our practice, with our local area being utilised to give real-world geographical experiences.

Our Geography units of work for each phase are as follows:

- **Early Years Foundation Stage:** 'Understanding the World'
- **Key Stage 1:** 'Map Your Local Area', 'Map the U.K.', 'Non-European Locality Comparison Study', 'Pattern of U.K. Seasons', 'Weather Around the World', 'Exploring Oceans and Continents'
- **Lower Key Stage 2:** 'UK Counties', 'U.K. Urban Area Study', 'European Regions', 'European City Comparison Study', 'Volcano Study', 'Journey of a River to the Sea'
- **Upper Key Stage 2:** 'Changes in the U.K. Over Time', 'Migration Patterns in London', 'North America Study', 'Pole to Pole', 'Latin America Comparison with U.K.', 'Trade Links'

#### IMPACT

We assess the impact of our Geography curriculum throughout each unit in a variety of ways including targeted questioning during lesson time, the marking of pupils's written work and book looks carried out by the subject leaders. At the end of each unit, pupils respond to a key question related to the learning which gives them the opportunity to demonstrate their depth of knowledge and understanding including the use of geographical vocabulary.

By the time pupils leave Riverside, they will have been given the tools to expand their geographical skills of enquiry, problem solving and evaluation. We expect that the pupils's growing knowledge of the world and their place in it will set them on their path towards becoming inquisitive, informed and responsible global citizens.



## SUBJECT OVERVIEW

### PROGRESSION:

<b>PROGRESSION:</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LOCATIONAL KNOWLEDGE	Pupils: <ul style="list-style-type: none"> <li>know where they live.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>know the names and can locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>know the names and can locate the world's seven continents and five oceans.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>know the names and can locate counties and cities of the United Kingdom; geographical regions</li> <li>know their human and physical characteristics</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>know the key physical and human characteristics, countries and major cities of Europe.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>know and can locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>know and can 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;</li> <li>understand how some of these aspects have changed over time.</li> </ul>
PLACE KNOWLEDGE		Pupils: <ul style="list-style-type: none"> <li>know about a small area of the United Kingdom.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>know and 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.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>know and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>know, understand and can explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Europe.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>know and understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</li> </ul>	Pupils: <ul style="list-style-type: none"> <li>know, understand and can explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North and South America.</li> </ul>



# SUBJECT OVERVIEW

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HUMAN AND PHYSICAL GEOGRAPHY		<p>Pupils:</p> <ul style="list-style-type: none"> <li>know how to identify seasonal and daily weather patterns in the U.K.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know the location of hot and cold areas of the world in relation to equator and the north and south poles.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know and understand how to begin to describe geographical similarities and differences through the study of physical geography of a region of the United Kingdom including; climate zones, biomes and vegetation belts.</li> <li>know and understand how to begin to describe geographical similarities and differences through the study of human geography of a region of the United Kingdom including; economic activity including distribution of natural resources, settlement and land use.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know and understand how to describe geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region within Europe. including; volcanoes, earthquakes.</li> <li>know and understand how to describe geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region within Europe including; types of settlement and land use, economic activity including trade links.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know and understand how to describe key aspects of physical geography of a region of the United Kingdom and a region within North or South America including; climate zones, biomes and vegetation belts, volcanoes and earthquakes.</li> <li>know and understand how to describe aspects of human geography of a region of the United Kingdom and a region within North or South America including; types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know and understand how to describe and explain key aspects of physical geography of a region of the United Kingdom and a region within North and South America including; climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.</li> <li>know and understand how to describe and explain key aspects of human geography of a region of the United Kingdom and a region within North and South America including; types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>



## SUBJECT OVERVIEW

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know how to investigate and explore the local school environment.</li> <li>know how to begin to use directional language (left, right, near, far).</li> <li>know how to explore maps and globes and understand what they are for.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know how to use simple fieldwork and observational skills to study the geography of their school and its grounds and the local park.</li> <li>know how to use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>know to locate the seven continents on maps and globes.</li> <li>know how to use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know how to use simple fieldwork to identify the key human and physical features of the local environment.</li> <li>know how to use world maps, atlases and globes to identify the continents and oceans.</li> <li>know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features to help devise a simple map.</li> <li>know how to use and construct basic symbols in a key for my own maps.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know how to use fieldwork to observe and measure the human and physical features of the local environment.</li> <li>know how to use map symbols and keys to locate information.</li> <li>know how to use maps, atlases and globes to compare different countries.</li> <li>know how to use the eight points of a compass.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know how to use fieldwork to observe, measure and record the human and physical features in the local environment.</li> <li>know how to use maps, atlases and globes to locate countries and describe features studied.</li> <li>know how to use ordnance survey maps.</li> <li>know-how to the eight points of a compass to describe the location of features and routes on a map.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know how to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs</li> <li>know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>know how to use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>know how to use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>know how to present my findings.</li> <li>know how to use maps, plans, graphs and digital technology to observe, measure and record the human and physical features in the local area</li> <li>know how to select and give reasons for which method would help me in certain tasks to help build my knowledge of the United Kingdom and the wider world.</li> </ul>