ST MARY’S R. C. PRIMARY

GEOGRAPHY SUBJECT OVERVIEW 2019/2020

Our Whole-School Curriculum Intent

Our curriculum will:

* Build children’s knowledge through rich, motivational and inspiring learning experiences that provide them with real life skills that enable them to move into the world with integrity and confidence
* Provide knowledge in all subjects that builds sequentially through their time at St. Mary’s
* Reflect the need and be specific to our local area and community
* Develop transferrable skills through their growing knowledge of the curriculum
* Be stimulating, fun and memorable for all children, extended into an enhanced extra-curricular school life
* Be ambitious and have high expectations and aspirations inclusively for every individual including academic, artistic, personal and sporting achievements.
* Develop life-long learners who are knowledgeable and aware of their own well-being, social, emotional, physical and spiritual needs.
* Reflect our mission statement that as a family, we pray, play and respect all and we have the capacity, by our actions, to change the world forever.

In geography, we aim to do this through the following curriculum. The documents below show the subject overview, the Statutory Requirements and the milestones the children should achieve at various points in their education at St. Mary’s.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 | **Locational Knowledge:**  Journeys – UK Geography |  | **Human and Physical Geography -** Cold Lands |  |  | **Mapwork (SR1/SR4) - Pirates** |
| Year 2 | **Locational Knowledge :**  UK Geography | **Human and Physical Geography -** Wicked Weather |  |  |  | **Place Knowledge**/ **Geographical Skills and Fieldwork -** **Mapwork** -  Brazil and Rainforest (contrast Brazil with UK) |
| Year 3 |  | **Human and Physical Geography -** Extreme Earth |  | **Place Knowledge/Locational Knowledge -** Rome – compare with region of UK |  | **Geographical Skills and Fieldwork -** **Mapwork** –Link to WW2 topic |
| Year 4 |  | **Location knowledge/Place Knowledge –** - **River and City study –** Egypt/Nile |  | Rivers. WHAT IS SR??? |  | **Locational knowledge/Geographical Skills and fieldwork – Mapwork –**  Blackpool |
| Year 5 |  | **Location knowledge/Place Knowledge/Human and Physical Geography -** Chocolate/cocoa producing countries |  | **Location knowledge/Human and Physical geography/Geographical Skills and Fieldwork -** Mountains – America – mapwork |  |  |
| Year 6 |  |  |  |  | **Human and Physical Geography -** Water-Cycle  **Location Knowledge/Human and Physical Geography -** Climate zones, biomes and vegetation belts | **Location Knowledge/Human and Physical Geography/GeographicalSkills and Fieldwork -**  Fieldwork Study of river - Ealee Brook (Hollingworth) |

|  |  |  |  |
| --- | --- | --- | --- |
| Key Stage 1 Statutory Requirements  Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand 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.  Pupils should be taught to: | | | |
| Locational knowledge | Place knowledge | Human and physical geography | Geographical skills and fieldwork |
| * 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 | * 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 | * 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 | * 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 2 Statutory Requirements  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.  Pupils should be taught to: | | | |
| Locational Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
| * 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) | * 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 | * 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 |

Milestones:

(Based on when we teach geography statutory requirements at St. Mary’s)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A Year 1 geographer | A Year 2 geographer | A Year 3 geographer | A Year 4 geographer | A Year 5 geographer | A Year 6 geographer |
| * I know the names of the 4 countries in the UK and can locate them on a map * I know the names of the 3 main seas that surround the UK * I keep a weather chart and answer questions about the weather * I know about some of the main things that are in hot and cold places * I know which clothes I would wear in hot and cold places * I point to the equator, North and South Pole on an atlas and globe * I know about some of the features of an island * I know where I live and tell someone my address * I know the 4 main directions on a compass are North, East, South and West * I know what I like and do not like about the place I live | * I know the continents of the world and locate them on a map * I know the world’s oceans and locate them on a map * I know the capital cities of England, Wales, Scotland and Northern Ireland * I know what I like and do not like about a place that is different to the one I live in * I describe a place outside Europe using geographical words * I know how jobs may be different in other locations * I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley * I know about the facilities that a village, town and city may need and give reasons * I use the directional vocabulary: near, far, left, right to explain where a location is * I know how the weather changes throughout the year and name the seasons | * I know the name of a number of countries in the northern hemisphere * I know the capital city of at least six European countries * I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map. * I know whether a country is located in the Southern or Northern hemisphere * I know why people may be attracted to live in cities * I know why people may choose to live in one place rather than another * I know about, locate and name some of the world’s most famous volcanoes * I know about and describe the key aspects of earthquakes * I know about and describe the key aspects of volcanoes | * I know how to plan a journey from my town /city to another place in England * I know how to find at least 6 cities in the UK on a map * I research to discover features of villages, towns and cities and appreciate the differences * I know about, name and locate some of the main islands that surround the UK * I know the areas of origin of the main ethnic groups in the UK and in our school. * I know the difference between the British Isles, Great Britain and the UK. * I can use a road map to plan a journey from one city or town to another * I know why most cities are situated by rivers * I know about the course of a river * I name and locate many of the world’s most famous rivers | * I know, name and locate the capital cities of neighbouring European countries. * I know the countries that make up the European Union * I know about, name and locate many of the world’s most famous mountainous regions * I know why ports are important and the role they play in distributing goods around the world * I know how time zones work and calculate time differences around the world | * I know how to use an atlas by using the index to find places * I know how to use some basic OS map symbols * I know how to use OS symbols and six figure grid references * I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels, etc.) * I know why some places are similar and dissimilar in relation to their human and physical features * I know the largest deserts in the world and locate desert regions in an atlas * I know what is meant by a biome |