

# Geography



AIM  
Federation of Schools

# Geography

Our curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - 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.

## Key Knowledge:

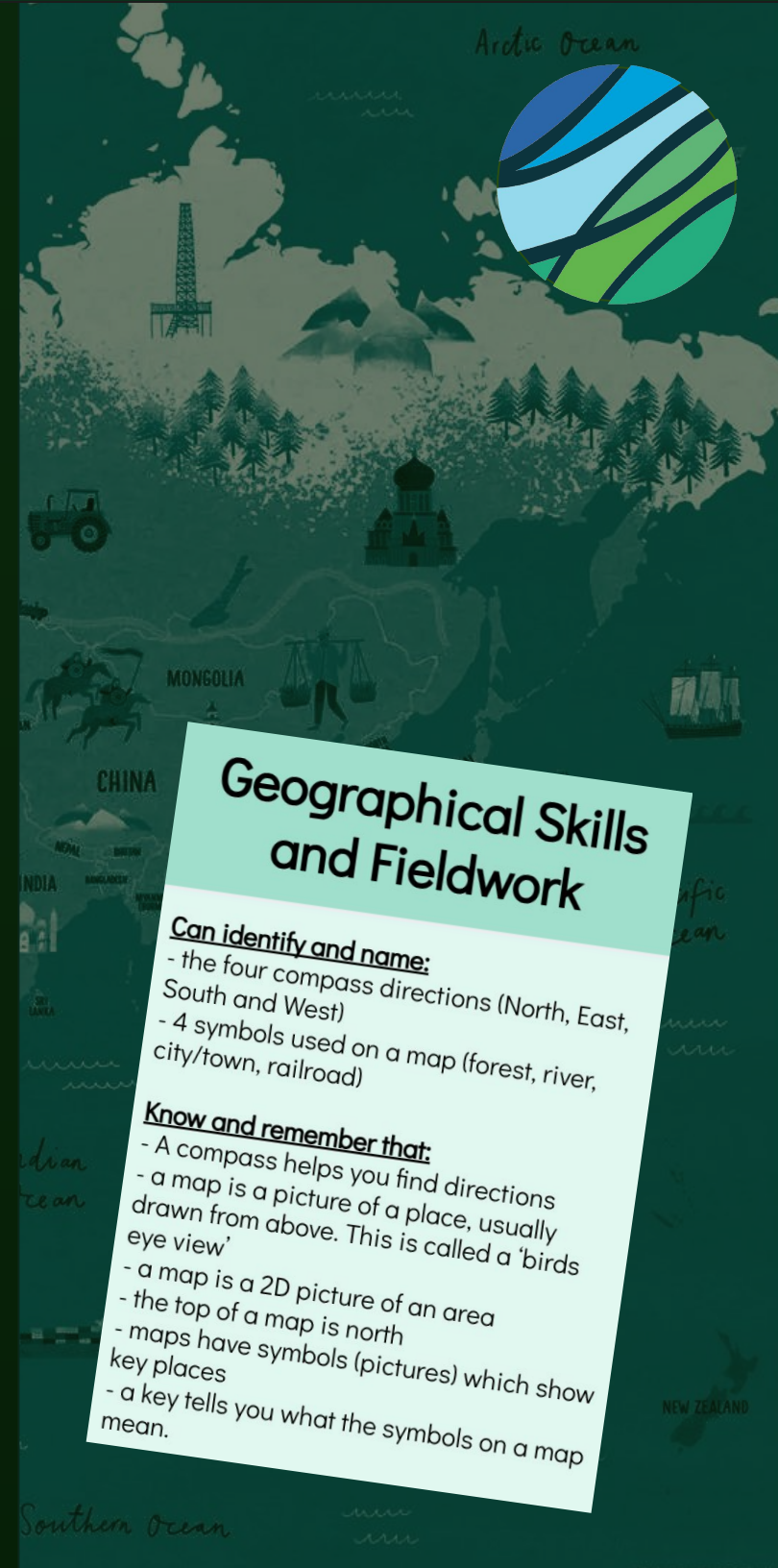
Our CT 'Know and Remembers'

We ensure that children know and remember key facts and information so that they can be successful in the subject they are learning. Children learn best when they are able to connect, retrieve and rehearse. Our lessons ensure that children have the opportunity to do all three of these things through carefully planned sequences of learning.

## Key Skills:

Our CT Skills

Skills is a learned ability to do something well. Children at the Coastal Together Federation learn skills alongside knowledge. They have opportunities to practice and rehearse skills so that they are able to apply and make links between learning.



## Geographical Skills and Fieldwork

### Can identify and name:

- the four compass directions (North, East, South and West)
- 4 symbols used on a map (forest, river, city/town, railroad)

### Know and remember that:

- A compass helps you find directions
- a map is a picture of a place, usually drawn from above. This is called a 'birds eye view'
- a map is a 2D picture of an area
- the top of a map is north
- maps have symbols (pictures) which show key places
- a key tells you what the symbols on a map mean.

# EYFS and KS1



## Skills

EYFS

Reception

### Locational Knowledge

a. know that there are different countries in the world

### Place Knowledge

a. recognise some similarities and differences between life in this country and life in other countries.

b. talk about a place in the world they want to visit and why

c. explore a different country in the world.

d. compare between where they live and a different country

e. explore a celebration of a different kind and can explain what they liked about it.

f. recognise some environments that are different from the one in which they live (city, countryside, town, village, natural, man made)

g. talk about the different places they have experienced or seen in photos.

### Human and Physical Geography

a. name and locate different parts of the local community (school, shop village, town)

b. observe changes in the weather.

### Geographical Skills and Fieldwork

a. identify and show a map

b. explore a simple map

c. can make a treasure map with X marking the treasure spot.

d. draw information from a simple map

c. explore a google map for our school using Google Earth

e. show features of maps (including roads, train routes, buildings, fields etc)

f. look at local street or railway map and explore their local area.

g. note and record the weather

h. visit different parts of the local community

KS1

### Locational Knowledge

a. locate the world's seven continents and five oceans;

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

### Place Knowledge

a. compare the UK with a contrasting country in the world;

b. compare a local city/town in the UK with a contrasting city/town in a different country;

c. explain what changes are happening in the local area

d. suggest ways of improving the local environment

### Human and Physical Geography

a. identify seasonal and daily weather patterns in the United Kingdom

b. identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;

c. use basic geographical vocabulary to refer to key physical features (weather, season)

d. use basic geographical vocabulary to refer to key human features

### Geographical Skills and Fieldwork

a. use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;

b. use simple compass directions and locational and directional to describe the location of features and routes on a map;

c. devise a simple map; and use and construct basic symbols in a key;

d. use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;

# EYFS: MIS and Freethorpe



Area of Curriculum	Autumn 1 'All About Me'	Autumn 2 'Places'	Spring 1 'People'	Spring 2 'Past and Present'	Summer 1 'Growing'	Summer 2 'All Creatures Great and Small'
<p>Understanding the World: Geography</p>	<p>Taught through direct teaching</p>	<p>Can I name and locate different parts of the local community (school, village, town)?</p> <p>Can I explain that there are different countries in the world?</p> <p>Can I talk about the different places I have experienced or seen in photos?</p> <p>Can I identify and describe human features in the local environment (farm, house, church, town, village)?</p> <p>Can I draw information from a simple map?</p> <p>Can I explore a google map for our school using Google Earth?</p> <p>Can I show features of maps (including roads, train routes, buildings, fields etc)?</p>				<p>Can I know that there are different countries in the world?</p> <p>Can I recognise some similarities and differences between life in this country and life in other countries?</p> <p>Can I talk about a place in the world they want to visit and why?</p> <p>Can I explore a different country in the world?</p> <p>Can I compare between where they live and a different country?</p> <p>Can I recognise some environments that are different from the one in which they live (city, countryside, town, village, natural, man made)?</p> <p>Can I talk about the different places they have experienced or seen in photos?</p> <p>Can I explore google maps/maps/atlas?</p> <p>Can I explain features of maps?</p>
	<p>Taught through continuous provision/enhanced provision</p>	<ul style="list-style-type: none"> <li>• observe the natural world in different seasons (for example explain the difference between winter, spring, summer, autumn)</li> <li>• use simple geographical terms to describe physical features (beach, mountain, sea, season, weather).</li> <li>• note and record the weather</li> <li>• visit different parts of the local community</li> </ul>				



# KS1: Curriculum Overview



KS1						
Focus	Year A			Year B		
	Once Upon a Time	Let's Go Exploring	Crowns and Castles	Celebrations	London Calling!	Ahoy There!
Locational Knowledge	Locational Knowledge			Locational Knowledge		Locational Knowledge
b	a			a, b		a, b
Place Knowledge	Place Knowledge			Place Knowledge		Place Knowledge
c, d	a, b			a, b, c, d		a, c, d
Human and Physical Geography	Human and Physical Geography			Human and Physical Geography		Human and Physical Geography
c, d	a, b, c			a, d		c, d
Geographical Skills and Fieldwork	Geographical Skills and Fieldwork			Geographical Skills and Fieldwork		Geographical Skills and Fieldwork
a, b, c, d	a, b, d			a		a, b, c
Year C			Year D			
	Let's Fly Away	Way Down Under	Infinity and Beyond	From Past to Pixels	Isles of Adventure	Wild at Heart
Locational Knowledge	Locational Knowledge				Locational Knowledge	
a, b	a, b				a, b	
Place Knowledge	Place Knowledge				Place Knowledge	
	a, b, c, d				a, b, c, d	
Human and Physical Geography	Human and Physical Geography				Human and Physical Geography	
c, d	a, b, c				a, b, c, d	
Geographical Skills and Fieldwork	Geographical Skills and Fieldwork				Geographical Skills and Fieldwork	
a, b, c, d	a, b, d				a, b, c	



## Skills

LKS2

### Locational Knowledge

- a. locate the world's countries, using maps to focus on South America and Europe, concentrating on environmental regions and key physical and human characteristics including rivers and seas;
- b. name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed
- c. 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;

### Place Knowledge

- a. understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;
- b. explore similarities and differences, comparing the human geography of a region of the UK and a region of South America and Europe;
- c. understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;
- d. explore similarities and differences comparing the physical geography of a region of the UK and a region of South America and Europe;

### Human and Physical Geography

- a. physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- b. human geography, including: types of settlement and land use;

### Geographical Skills and Fieldwork

- a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- b. use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- c. use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;

UKS2

### Locational Knowledge

- a. use maps to locate the world's countries with a focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- b. name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;
- c. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;

### Place Knowledge

- a. understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Europe and South America;
- b. understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Europe and South America;

### Human and Physical Geography

- a. physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;
- b. 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

- a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- b. 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;
- c. use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;

# KS2: Curriculum Overview



KS2												
Focus	Year A					Year B						
	Stone Age to Iron Age		Resourceful Rainforests		Walk like an Egyptian		Legions and Legacies		Invaders & Settlers		Navigating Norfolk	
	Locational Knowledge		Locational Knowledge		Locational Knowledge		Locational Knowledge		Locational Knowledge		Locational Knowledge	
	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2	LKS2	UKS2
	a, c	a, c	a, c	a	a, b	a, b	a, b	a, b	a, b	a, b	b	b
	Place Knowledge		Place Knowledge		Place Knowledge		Place Knowledge		Place Knowledge		Place Knowledge	
	b, d	a, b			a, c	a, b	b, d	b	a, c	a, b		
	Human and Physical Geography		Human and Physical Geography		Human and Physical Geography		Human and Physical Geography		Human and Physical Geography		Human and Physical Geography	
	a,	a, b	b	b	a	a	b	b	a	a		
	Geographical Skills and Fieldwork		Geographical Skills and Fieldwork		Geographical Skills and Fieldwork		Geographical Skills and Fieldwork		Geographical Skills and Fieldwork		Geographical Skills and Fieldwork	
	a	a	a	a	a	a	a	a	a, b, c	a, b, c		
KS2												
Year C					Year D							
Wings of War		Guardians of the Planet		Ancient Greece		Victorian Visions		Sailors and Swashbucklers		Temples and Tombs		
Locational Knowledge		Locational Knowledge		Locational Knowledge				Locational Knowledge		Locational Knowledge		
LKS2	UKS2	LKS2	UKS2	LKS2	UKS2			LKS2	UKS2	LKS2	UKS2	
a, b	a, b	a, c	a, c	a	a			b	b	a, c	a, c	
Place Knowledge		Place Knowledge		Place Knowledge				Place Knowledge		Place Knowledge		
a, b	a	b	b	b	a			c	b	b, c	a, b	
Human and Physical Geography		Human and Physical Geography		Human and Physical Geography				Human and Physical Geography		Human and Physical Geography		
b	b	a, b	a, b					a	a	b	b	
Geographical Skills and Fieldwork		Geographical Skills and Fieldwork		Geographical Skills and Fieldwork				Geographical Skills and Fieldwork		Geographical Skills and Fieldwork		
a, b, c	a, b, c	a	a	a	a			a, b, c	a, b, c	a	a	