



## Geography

### How is the Subject Content from the National Curriculum covered?

At St Joseph's, we value the importance of geography, how it shapes the natural world around us and impacts our daily life. This ensures pupils can see the value in their geography curriculum. Our geography curriculum is developed to increase pupil knowledge and build an awareness of how geography shapes our lives at multiple scales and over time. With a natural curiosity, our pupils are provided with opportunities to think like a geographer and to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Our approach at St Joseph's allows pupils to build on their knowledge as they progress through the school, making connections with their previous learning and the world around them. Our engagement with the local environment ensures that pupils learn through varied and first-hand experiences. Pupils have extensive opportunities to develop their enquiry skills and have the confidence to ask probing questions, which they investigate.

To get better at Geography at St Joseph's means that the children develop their knowledge about the wonders of the World, the United Kingdom and their locality. They learn to link the human and physical features and how these are intertwined. Opportunities for fieldwork and the use of the subject specific skills is a priority at St Joseph's. Over time, the children develop an understanding of being a geographer and how to conduct research to answer enquiry questions.

The national 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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Beginning in the **Early Years**, children use their senses to explore and investigate the world around them to develop their knowledge and skills. Our EYFS curriculum is designed to develop the characteristics of effective learning. Children are encouraged to create and think critically. They have and develop their own ideas, make links between ideas and develop strategies for doing things. Children are encouraged to be active learners. They keep on trying if they encounter difficulties, and enjoy their achievements. Finally, children are encouraged to

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play and explore. They investigate and experience the world around them with increasing independence. Children will be able to say where they live and explore the local area. The children will learn about different cultures and learn about a non-UK country, comparing this to where we live.

The principle focus of geography teaching in **Key Stage 1** is for pupils to develop an awareness of the country that we live in; capital cities and explore both the human and physical features of the UK. They will begin to learn about the wider-world, continents and oceans. They should use a wide vocabulary of everyday geographical terms. They should ask and answer questions, choosing and using maps, atlases, globes and other sources to show that they know and understand key geographical features. Additionally, pupils will begin to use geographical skills, including first-hand observation, to enhance their locational awareness. In planning to ensure progression, teachers are often introducing pupils to geographical features that they will study more fully at Key Stage 2.

In **Key Stage 2** pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Pupils will secure and extend their understanding of human and physical features; exploring some of the world's most significant features. Pupils will build on their map skills, becoming more confident with GIS and how we can use software to learn more about the natural world, and how the landscape is changing. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils will develop their field skills to observe, measure, record and present their findings.

During **Key Stage 1**, pupils should be taught the following knowledge and skills through the teaching of the programme of study content:

#### **Locational knowledge**

- name and locate the world's seven continents and five oceans **(KS1, Cycle B, Autumn 2, Spring 2)**
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **(KS1, Cycle A, Spring 2)**

#### **Place knowledge**

- 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 **(KS1, Cycle A, Summer 2)**

#### **Human and physical geography**

- 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 **(KS1, Cycle A, Autumn 2, Cycle B, Autumn 2)**
- 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 **(KS1, Cycle A, Autumn 2, Spring 2, Cycle B, Summer 2)**
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **(KS1, Cycle A, Autumn 2, Spring 2, Cycle B, Summer 2)**

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### **Geographical skills and fieldwork**

- 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 (**KS1, Cycle A, Spring 2, Summer 2, cycle B, Autumn 2, Spring 2**)
- 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 (**KS1, Cycle A, Spring 2, Cycle B, Autumn 2, Summer 2**)
- 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 (**KS1, Cycle A, Autumn 2, Summer 2**)
- 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 (**KS1, Cycle A, Autumn 2**)

During **Key Stage 2**, pupils should be taught the following knowledge and skills through the teaching of the programme of study content:

### **Locational knowledge**

- 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 (**LKS2, Cycle B, Autumn 2**)
- 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 (**LKS2, Cycle B, Summer 2, UKS2, Cycle B, Autumn 2**)
- 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) (**LKS2, Cycle A, Spring 2, LKS2 Cycle B, Spring 2**)

### **Place knowledge**

- 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 (**UKS2, Cycle B, Autumn 2**)

### **Human and physical geography**

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (**LKS2, Cycle A, Autumn 2, LKS2, Cycle B, Autumn 2, Spring 2, Summer 2**)
  - 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 (**LKS2, Cycle A, Summer 2, LKS2, Cycle B, Autumn 2, UKS2, Cycle A, Autumn 2**)

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### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (LKS2, Cycle B, Spring 2, UKS2, Cycle B, Autumn 2)
- 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 (LKS2, Cycle A, Spring 2, Summer 2, UKS2, Cycle B, Spring 2)
- 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 (LKS2, Cycle A, Summer 2, LKS2, Cycle B, Spring 2, Summer 2, UKS2, Cycle B, Autumn 2)

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