



GEOGRAPHY: OVERVIEW

Aims

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 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 and writing at length
 -

Intent - *What are we trying to achieve for our children in Geography?*

A high-quality Geography curriculum should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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.

At Sparken Hill, the Geography curriculum has been carefully sequenced so that as pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. We want our children to enjoy and love learning about geography, not just through experiences in the classroom, but also providing opportunities for fieldwork investigation and enquiry.

Implementation - *How is the curriculum delivered?*

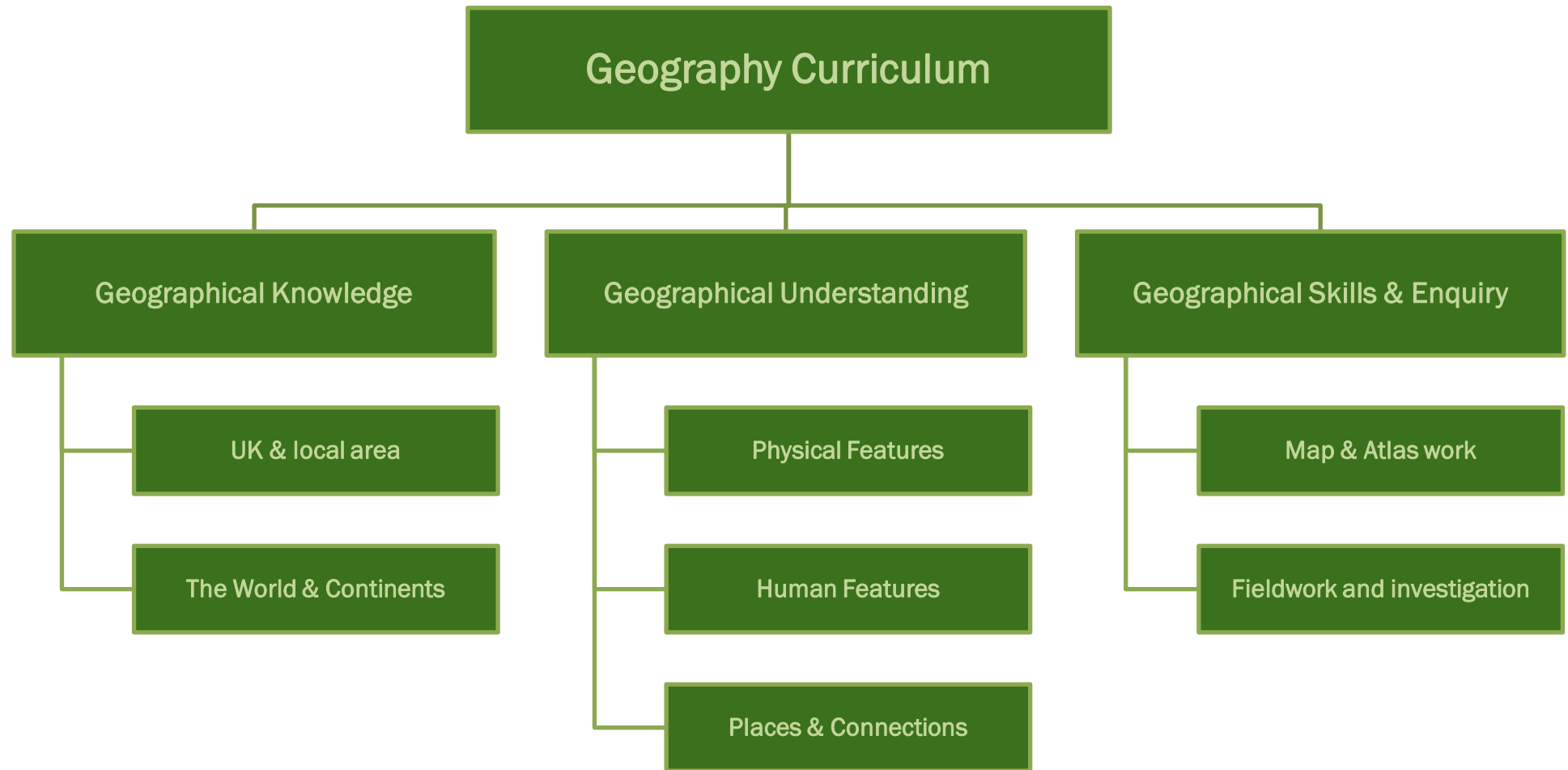
Following the 'Development Matters' guidance in EYFS, our Nursery and Reception children gain an 'Understanding of the World; people and communities; the world and technology' and come into KS1 with the foundations laid for Geography. At Sparken Hill, we implement a Geography curriculum that;

- meets the objectives outlined in the National Curriculum , a copy of which can be found [here](#)
- is progressive throughout the whole school, with three distinct milestones of KS1, LKS2 and UKS2. Each milestone will include objectives from three threshold concepts: Geographical Knowledge, Geographical Understanding and Geographical Skills and Enquiry
- is delivered on a half-termly timetable. As such, approximately 30 hours of Geography is taught each academic year
- has key progressive, Geographical skills embedded into each unit, providing opportunities for retrieval practice of prior knowledge and vocabulary
- provides whole class differentiation through questioning and various methods of recording
- is enhanced by trips, visiting experts and fieldwork where appropriate

Impact - *What difference is the curriculum making? How do you know whether pupils know what you think they know?*

Our Geography Curriculum is high quality, well thought out and planned to demonstrate progression. Children's knowledge and skills will develop progressively as they move through the school, not only developing a deep knowledge, understanding and appreciation of their local area, but also its place within the wider geographical context. Children will become more analytical and improved critical thinkers. We measure the impact of our Geography curriculum using the following measures:

- Evidence from children's books will show a broad and balanced Geography curriculum, demonstrating appropriate pitch and challenge. Standards in Geography will be high and will match standards in other subjects such as English and Maths.
- Our Long-Term Plan (LTP) will show a clear progression of knowledge and skills across Key Stage 1 and 2 that builds on prior knowledge
- Pupil discussion about their learning
- Termly teacher judgements track progress and inform subsequent planning



Geographical Knowledge	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
UK & local area	- Name and locate the 4 countries and capital cities of the UK - Know the flags and national symbols of the 4 countries - Understand that the Britain and Ireland are islands <i>Know their own address</i> - Know about and name key landmarks, human and physical features in Worksop - Compare and contrast physical and human geography of Worksop to a city in a non-European country	<i>Recall of pupil's own address</i> - Name and locate UK counties, cities and geographical regions - Know and locate the population of cities in the UK - Name and locate key topographical features of the 4 countries of the UK (hills, mountains, rivers, coasts, seas) - Know the difference between urban, suburban, rural, coastal areas and locate examples on a map of the UK <i>Know what a settlement is</i> <i>Look at place names origins around UK</i> <i>Know how settlements were connected</i> <i>Name and locate UK rivers</i>	<i>Recall of pupil's own address</i> - Recall the geographical regions and key topographical features of the UK (including hills, mountains, rivers, coasts and surrounding seas) - Name and locate the counties of England and some cities on a blank map - Compare the changes in lands across the UK particularly over time <i>Identify examples of natural resources in UK</i>
The World & Continents	- Name the 7 continents - Locate the 7 continents - Name the 5 oceans - Locate the 5 oceans <i>Locate hot and cold countries around the world</i> <i>Name the 4 seasons</i> <i>Know how each season is different</i> <i>Know about and describe the weather in different parts of the World</i>	- Recap the 7 continents and 5 oceans of the world and locate <i>Name and locate UK rivers</i> <i>Name and label the parts of a river</i> <i>Know how a canal is different from a river</i> - Locate the world's countries and capital cities, focusing on Europe & N/S.America - Compare and contrast England to a European or N./S. American country - Identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere - Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles	- Recap the 7 continents and 5 oceans and locate on a blank map <i>Name & locate mountains, rivers, seas and oceans on World map</i> <i>Name and label the parts of a river.</i> - Locate world's countries, using maps to focus on Europe (including Russia) and N./S. America, concentrating on their environmental regions, key physical and human characteristics, countries and cities - Identify the position & significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer /Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (incl. day / night)

Geographical Understanding	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Physical Features	- Identify seasonal and daily weather patterns in the UK - Begin to identify and understand the location of hot and cold areas of the world in relation to the Equator and North/South Poles - Use geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather <i>Explore the physical and human features of each country, including landmarks</i>	- Locate, describe and understand key aspects of physical geography, including: - Identify tropical, temperate and polar climate zones on a globe/map and describe the characteristics of these zones using appropriate vocabulary - Name and describe the key landscape features of river environments in the UK - Describe some of the processes associated with rivers (erosion, transportation, deposition) - Describe earthquakes and volcanoes explain how they are formed	- Locate, describe and understand key aspects of physical geography, including: - Understand the relationship between biomes, vegetation belts and climates - Understand how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest, hot desert, Arctic - Describe the characteristics of a biome, what its climate patterns of that region are like and how plants/animals adapted - Name and describe the key landscape features of mountain environments in the UK - Understand the three types of mountains, how they are formed (fold, fault-block, and volcanic) & examples - Understand and explain each stage of the water cycle in appropriate vocabulary
Human Features	- Use geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Identify examples of human features in the UK <i>Explore the physical and human features of each country, including landmarks</i>	- Name types of settlement, describe the key features of each and identify examples in UK on a map - Name types of land use, describe key features of each and identify examples of types of land use on a map of UK incl. activities that take place in each one - Understand how land-use patterns have changed over time	- Name and describe natural resources including energy, food, minerals and water, and the impact of their use on the environment - Understand the human impact on the environment (overpopulation, pollution, burning fossil fuels, and deforestation) and debate opinions on the issue - Understand how goods and services are traded in the UK today and in the past, finding out about goods imported and exported and methods of transport used - Understand what makes trading fair

Places and Connections	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom • Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country • Begin to understand and identify how cities/coastal/countryside areas are different	• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America • Establish an understanding of the interaction between physical and human processes	• Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom • Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America • Deepen an understanding of the interaction between physical and human processes
-------------------------------	---	---	---

Geographical Skills & Enquiry	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
Map & Atlas work	• Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this stage • Use compass directions (N, W, E, S) and locational / directional language (e.g., near, far, left, right, straight ahead, backwards) to describe the location of features/routes on a map • <i>Use world maps to read and create forecasts in the UK using weather symbols</i>	• Use maps, atlases and globes to locate countries and describe features studied • Understand, draw and use the 8 points of a compass • Use 4-figure grid reference to find areas or features on a map • Identify and use common ordnance survey map symbols and keys (including the use of Ordnance Survey maps)	• Consolidate use of maps, atlases and globes to locate countries and describe features studied • Confidently use the 8 points of a compass and give concise directions using instructional language • Use 6-figure grid reference to find areas or features on a map and give co-ordinates to help others locate on a 6-figure grid reference map
Fieldwork and investigation	• 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 • <i>Create a simple rain gauge and study rainfall over time</i>	• Use a range of methods including sketch maps, plans and graphs, and digital technologies • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Produce own maps of an imaginary area using common ordnance survey map symbols and keys	• Use a range of methods including sketch maps, plans and graphs, and digital technologies • Use fieldwork to observe, measure, record and present the human and physical features in the local area • Produce own maps of a familiar area using ordnance survey map symbols and keys