

Geography

Curriculum Intent:

A Geographer at Northwood needs:

To investigate places.

To investigate patterns.

To communicate geographically.

National Curriculum

Key Stage 1	Key Stage 2
<p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 	<p>Locational knowledge</p> <ul style="list-style-type: none"> 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) <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United

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
- 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.

Kingdom, a region in a European country, and a region within North or South America

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- 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

- 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.

We intend the Geography Curriculum to develop the pupils:

- Knowledge of where places are and what they are like.
- Understanding of the ways in which human and physical environments are interrelated.
- Extensive base of geographical knowledge and vocabulary.
- Ability to apply questioning skills, reach clear conclusions and develop a reasoned argument to explain findings.
- Use of fieldwork and other geographical skills and techniques, including effective presentation, and gathering, of information.

- Sense of curiosity to find out about the world and the people who live there.
- Ability to express well-balanced opinions, rooted in a sound knowledge and understanding about issues in society and the environment.

Curriculum Implementation:

		Year 1 & 2	Year 3 & 4	Year 5 & 6
To investigate places.		<ul style="list-style-type: none"> • To ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) • To identify the key features of a location in order to identify it as a city, town, village, coastal or rural area. • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • To use simple fieldwork and observational skills to study the geography of the school and the key human and 	<ul style="list-style-type: none"> • To ask and answer geographical questions about the physical and human characteristics of a location. • To develop and explain own views about locations, giving reasons. • To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. • To use fieldwork to observe and record the human and physical features in 	<ul style="list-style-type: none"> • To collect and analyse statistics and other information in order to draw clear conclusions about locations. • To identify and describe how the physical features affect the human activity within a location. • To use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • To use fieldwork to observe, measure and record the human and physical features in the

		<p>physical features of its surroundings.</p> <ul style="list-style-type: none"> • To use aerial images and plans to recognise landmarks and basic physical features. • To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • To name and locate the world's continents and oceans. 	<p>the local area, using a range of methods including sketch maps, plans, graphs and digital technologies.</p> <ul style="list-style-type: none"> • To use a range of resources to identify the key physical and human features of a location. • To build on knowledge of UK geography , identifying physical and human characteristics, such as: mountains, cities and rivers. • To name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>local area. Record the results in a range of ways.</p> <ul style="list-style-type: none"> • To discuss and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps such as London's tube map). • To name and locate some of the countries and cities of the world and their human and physical characteristics, including hills, mountains, rivers, key topographical features; and understand how some of these aspects have changed over time. • To name and locate the countries of North and South America and identify their main physical and human characteristics.
To investigate patterns		<ul style="list-style-type: none"> • To understand geographical similarities and differences through a study of a small area of the United Kingdom 	<ul style="list-style-type: none"> • To name and locate the Equator, Northern Hemisphere, Southern 	<ul style="list-style-type: none"> • To identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere,

		<p>and of a contrasting non-European country.</p> <ul style="list-style-type: none"> To identify seasonal and 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. To identify land use around the school. 	<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> To describe geographical similarities and differences between countries. 	<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night).</p> <ul style="list-style-type: none"> To understand some of the reasons for geographical similarities and differences between countries. To describe how locations around the world are changing and explain some of the reasons for change. To explore geographical diversity across the world by looking at world maps. To describe how the locality of the school has changed over time. (Year 6)
To communicate geographically		<ul style="list-style-type: none"> To use basic geographical vocabulary to refer to: Key Physical Features, including: beach, coast, forest, hill, mountain, ocean, river, soil, vegetation and weather. Key human features, including: city, town, village, 	<ul style="list-style-type: none"> To describe key aspects of: Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements and 	<ul style="list-style-type: none"> To describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts and rivers. Human geography, including: land use, economic activity including trade links, and the

		<p>factory, farm, house, office and shop.</p> <ul style="list-style-type: none"> • To use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • To devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p>land use, economic activity including trade links and the distribution of natural resources including water. Use the eight-points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>	<p>distribution of natural resources including energy, food, minerals.</p> <ul style="list-style-type: none"> • To use the eight points of a compass, four-figure grid references, symbols and a key to communicate knowledge of the United Kingdom and the world.
--	--	---	---	---

All Geography work to be closely linked to specific Topics for each Year Group, as well as explicit teaching of Geographical skills and objectives in individual units such as Local area study, specific work on the UK, map reading skills and orienteering in P.E.

Topic overview:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Then and Now	Journeys				A World at War- Evacuation (City to rural village) Local area study
Spring Term	Buildings	Art and Artists				ID- What makes us who we are? Digging up the Past- Ancient Egyptians.
Summer Term	The Sea	Change and Grow				The Best I can be- Secret Agents Playtime- The world of the theatre and acting.