



## **Severnbanks Primary School Curiosity Curriculum - Geography**

### **National Curriculum Purpose of study**

A high-quality geography education 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. 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.

### **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 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.

## Characteristics

Through the teaching of Geography pupils will be able to develop the following characteristics:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

## Subject Content

<b>Key Stage 1</b>	
<b>Opportunities</b>	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.
<b>Pupils should be taught:</b>	<i>Children should be taught basic geographical vocabulary to refer to and describe key physical and human features of locations.</i>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes.</li> <li>• Use simple compass directions.</li> <li>• Use aerial photographs.</li> <li>• Use fieldwork and observational skills.</li> </ul>
<b>Year 1</b>	<i>Investigate, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i>
<b>Year 2</b>	<i>Investigate, name and locate the world's seven continents and five oceans.</i>
<b>Place Knowledge</b>	<i>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?.</i>
<b>Year 1</b>	<i>Compare and contrast , understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom with that of another part of the UK.</i>
<b>Year 2</b>	<i>Compare and contrast , understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</i>
<b>Human and Physical Geography</b>	
<b>Year 1</b>	Identify seasonal and daily weather patterns in the United Kingdom.
	Use basic geographical vocabulary to refer to: Key physical features including:

	Beach, cliff, sea, coast, forest, hill, seasons and weather. Key human features including: <i>City, town, coastal, port, harbour</i>
<b>Year 2</b>	<i>Explore the weather and climate in the UK and around the world.</i> Locate 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: <i>Mountain, ocean, river, soil, valley, vegetation</i> Key human features including: <i>Village, factory, farm, house, office, shop.</i>
<b>Geographical Skills and fieldwork</b>	
<b>Year 1</b>	Use world maps, atlases and globes to identify the United Kingdom and its countries,
	Use compass directions north, south, east and west.
	Devise a simple map, and use and construct basic symbols in a key.
	Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
<b>Year 2</b>	Use world maps, atlases and globes to identify the countries, continents and oceans studied during the year.
	Use compass directions north, south, east and west and locational language e.g. near, far, left, right to describe the location of features and routes on a map.
	Use aerial images and plan perspectives to recognise landmarks and basic human and physical features.
	<i>Use simple grid references in a map (A1, B1)</i>

<b>Key Stage 2</b>	
<b>Opportunities</b>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe (including Russia), North and South America.</p> <p>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.</p>
<b>Pupils should be taught:</b>	To name and locate the world's countries, major cities, counties and cities of the United Kingdom, geographical regions and their 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.
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• <i>Use world maps, atlases, globes and digital/computer mapping.</i></li> <li>• <i>Use map references, symbols and keys including Ordnance Survey Maps</i></li> <li>• <i>Use aerial photographs.</i></li> <li>• <i>Use fieldwork and observational skills.</i></li> </ul>
<b>Year 3</b>	Name and locate countries and cities of the United Kingdom geographical regions and their 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 the Prime/Greenwich Meridian
<b>Year 4</b>	Name and locate counties and cities of Europe - Italy / Greece - geographical regions and their 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 time zones (including day and night)
<b>Year 5</b>	Use maps to locate North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
	Identify the position and significance of latitude, longitude,

	Equator, the Tropics of Cancer and Capricorn,
<b>Year 6</b>	Identify the position and significance of Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle.
	Use maps to focus on Russia concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
<b>Place Knowledge</b>	<i>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?</i>
<b>Year 3</b>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
<b>Year 4</b>	Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country - Italy
<b>Year 5</b>	Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
<b>Year 6</b>	Understand geographical similarities and differences through the study of the human and physical geography of Russia / <i>Arctic and Antarctic.</i>
<b>Human and Physical Geography</b>	
<b>Year 3</b>	Describe key aspects of: Physical geography including: Rivers, water cycle Human geography including: Types of settlements and land use, energy
<b>Year 4</b>	Describe key aspects of: Physical geography including: volcanoes Human geography including: The distribution of natural resources including energy, food, minerals
<b>Year 5</b>	Describe key aspects of: Physical geography including: Climate zones, biomes, mountains, and earthquakes Human geography including: Economic activity including trade links
<b>Year 6</b>	Describe key aspects of: Physical geography including: Climate zones and vegetation belts.

	Human geography including: water
<b>Geographical Skills and fieldwork</b>	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.
<b>Year 3</b>	Use the 4-points of a compass
	Use maps, atlases, globes and digital / computer mapping to build their knowledge of the United Kingdom.
<b>Year 4</b>	Use the 8-points of a compass
	Use maps, atlases, globes and digital / computer mapping to locate countries in Europe - Italy/Greece and describe features studied
	Use Digital technologies to Research and present the human and physical features in Europe - Italy / Greece.
<b>Year 5</b>	Use the 4-grid references
	Use maps, atlases, globes and digital / computer mapping to locate countries in North and South America and describe features studied
	Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and North and South America.
	Use Digital technologies to Research and present the human and physical features in the North and South America.
<b>Year 6</b>	Use the 6-grid references
	Use maps, atlases, globes and digital / computer mapping to locate countries and describe features in Russia, and Arctic/Antarctic Region
	Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the world including locating the Northern and Southern Hemisphere, including the Arctic and Antarctic Regions.
	Use Digital technologies to Research and present the human and physical features in the Arctic and Antarctic Region.

<b>Cultural Capital</b>	Town, Country, City, Global Links Locality - Lydney Town Hopewell Colliery - Mining Big Pit - Mining Local Walks Forest Activities / Beechenhurst
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	<p>Local Rivers - Severn, Wye, Lyd Pond Dipping Seaside Journey Sticks City - Bristol, London, Cardiff, Gloucester, Cheltenham, London Other countries cultures: food, dance, clothing, visitors Gloucester Waterways Museum Slimbridge</p>
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