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|  | Our Lady’s RC Primary School, A Voluntary Academy    **Subject statement of intent for Geography**:  Geography forms an important part of our curriculum. We follow the National curriculum and embrace a broad-spectrum of stimulating topics. As a school we aim to wholly develop each child's geographical skills, understanding and knowledge. Consequently, our lessons are well planned, highly engaging and challenge all abilities. Other curriculum areas are incorporated into learning to ensure high levels of motivation and interest from the children. We teach a knowledge rich curriculum that is ambitious and designed to give all learners the skills needed to succeed in life. We use knowledge organisers to provide every child with key geographical vocabulary needed to raise attainment within the topic or objective covered. As well as this, we firmly believe that visits and trips are fundamental to our learning and these practical experiences enhance the children’s learning further. | | | | | | | | | | | | |
| Statutory Requirements | | KS1 | | | | KS2 | | | | | | | |
| *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.* | | | | *Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. 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.* | | | | | | | |
|  | | **EYFS** | **Year 1**  **Our Place**  **Superheroes**  **Growth** | **Year 2**  **Our local area**  **Continents and Oceans**  **Rio De Janeiro** | | **Year 3**  **Volcanoes and Earthquakes (Europe)**  **South America**  **Mountains (North America)** | **Year 4**  **The UK**  **Rivers**  **Europe** | | **Year 5**  **Settlement Study North America**  **Climate Change in Antarctica**  **Global Trade** | | | **Year 6**  **Settlement Studies in Asia and Africa.**  **Climate zones**  **Our Capital City** | |
| Locational and Place knowledge | | I understand position through words alone. For example, “The bag is under the table,”  I can describe a familiar route.  I can discuss routes and locations, using words like ‘in front of’ and ‘behind’  I know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  I recognise some similarities and differences between life in this country and life in other countries. | I can name our school (Our Lady & St Paul’s)  I can name our town of Heywood.  I can say some things about Heywood.  I can name the four countries and capital cities of the United Kingdom.  I can name the world’s seven continents and five oceans. | I can discuss various places in our local town of Heywood.  I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.  I can name and locate the world’s seven continents and five oceans. | | I can start to locate countries and major cities in North America using maps.  I can start to locate countries and major cities in South America using maps.  I can start to locate countries and major cities in Europe using maps.  I can start to name and locate geographical regions and their identifying human and physical characteristics. | I can name and locate counties and cities in the United Kingdom.  I can name and locate the world’s countries in Europe.  I can name and locate geographical regions and their identifying human and physical characteristics. | | I can name and locate the world’s countries across the 7 continents.  I can name and locate the world’s countries in North America.  I can confidently name and locate geographical regions and their identifying human and physical characteristics.  I can 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). | | | | I can name and locate the world’s countries across the 7 continents.  I can confidently name and locate counties and cities in the United Kingdom.  I can name and locate the world’s countries in Asia.  I can name and locate the world’s countries in Africa.  I can confidently name and locate geographical regions and their identifying human and physical characteristics.  I can 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). |
| Human and physical geography | | I recognise some environments that are different to the one in which they live.  I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  I am beginning to understand the need to respect and care for the natural environment and all living things.  I can explore the natural world around me.    I understand some important processes and changes in the natural world around me including the seasons. | I can identify weather patterns in the United Kingdom.  I know the location of hot and cold areas of the world.  I can study the human and physical geography of a small area of the UK (Heywood) and compare it to a small area in a contrasting non-European country (Coober Pedy – Australia).  I can use vocabulary to refer to key physical features, including: beach, hill, mountain, sea, ocean, river, soil, season and weather.  I can use vocabulary to refer to key human features, including: city, town, village, farm, house and roads. | I can identify seasonal and daily weather patterns in the United Kingdom.  I know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  I can discuss similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Heywood), and of a small area in a contrasting non-European country (Rio De Janeiro – Brazil**)** Heywood to parts of Rio De Janeiro in Brazil.  I can use vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  I can use vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | | I can describe key aspects of physical geography, including mountains, volcanoes and earthquakes.  I can understand geographical similarities and differences of human and physical features of a region in a Europe, a region in South America and a region in North America.  I can name key topographical features (including hills, mountains, land-use patterns; and understand how some of these aspects have changed over time. | | I can describe and understand key aspects of human geography, including land use, economic activity and the distribution of natural resources including water.  I can explain in detail key aspects of physical geography, including rivers and the water cycle.  I can understand geographical similarities and differences through human and physical features of a region of the United Kingdom and a region in a European country.  I can discuss key physical and human features of places In the UK.  I can discuss key physical and human features of countries and major cities In Europe.  I can discuss key topographical features including hills, mountains, coasts, rivers and land-use patterns; and understand how some of these aspects have changed over time. | | I can explain key aspects of 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.  I can explain key aspects of physical geography, including climate zones and biomes.  I can explain geographical similarities and differences through human and physical geography of a region in North America and Antarctica.  I can discuss key physical and human features of countries and major cities In North America.  I can discuss key topographical features including mountains, coasts, rivers and land-use patterns; and understand how some of these aspects have changed over time. | I can explain in detail key aspects of 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.  I can explain in detail key aspects of physical geography, including climate zones, biomes and vegetation belts.  I can explain geographical similarities and differences through human and physical geography of a region in Asia and a region in Africa.  I can discuss key physical and human features of our capital city London.  I can confidently discuss key topographical features including mountains, coasts, rivers and land-use patterns; and understand how some of these aspects have changed over time. | | |
| Geographical skills and fieldwork | | I can draw information from a simple map.  I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  I can explore the natural world around me.  I recognise some similarities and differences between life in this country and life in other countries. | I can use maps to identify the United Kingdom and its countries.  I can use maps to identify the 7 continents and 5 oceans.  I can use simple compass directions (North, South, East and West)  I can use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  I can use aerial photographs to recognise my local area and plan perspectives.  I can use simple fieldwork and observational skills to study the geography of their school and its grounds. | | I can use maps to identify the United Kingdom and its countries.  I can use world maps to identify continents and oceans studied at this key stage.  I can use simple compass directions (North, South, East and West)  I can use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  I can devise a simple map and use and construct basic symbols in a key.  I can use simple fieldwork and observational skills to explain the geography of their school and its grounds and the key human and physical features of its surrounding environment. | I can confidently use maps, atlases, globes and digital/ computer mapping to locate countries in Europe.  I can use maps, atlases, globes and digital/ computer mapping to locate countries in North America.  I can use maps, atlases, globes and digital/ computer mapping to locate countries in South America. | | I can confidently use maps and digital/ computer mapping to locate counties and cities in the UK.  I can confidently use world maps, atlases, globes and digital/ computer mapping to locate countries in Europe.  I can use the four figure grid references, symbols and key to build their knowledge of the United Kingdom.  I can 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. | | I can confidently use world maps, atlases, globes and digital/ computer mapping to locate the world’s countries across the 7 continents.  I can confidently use world maps, atlases, globes and digital/ computer mapping to locate countries in North America.  I can use the four and six figure grid references, symbols and key to build their knowledge of the wider world. | I can confidently use world maps, atlases, globes and digital/ computer mapping to locate the world’s countries across the 7 continents.  I can confidently use world maps, atlases, globes and digital/ computer mapping to locate countries in Asia.  I can confidently use world maps, atlases, globes and digital/ computer mapping to locate countries in Africa.  I can use six figure grid references, symbols and key to build their knowledge of the wider world. | | |