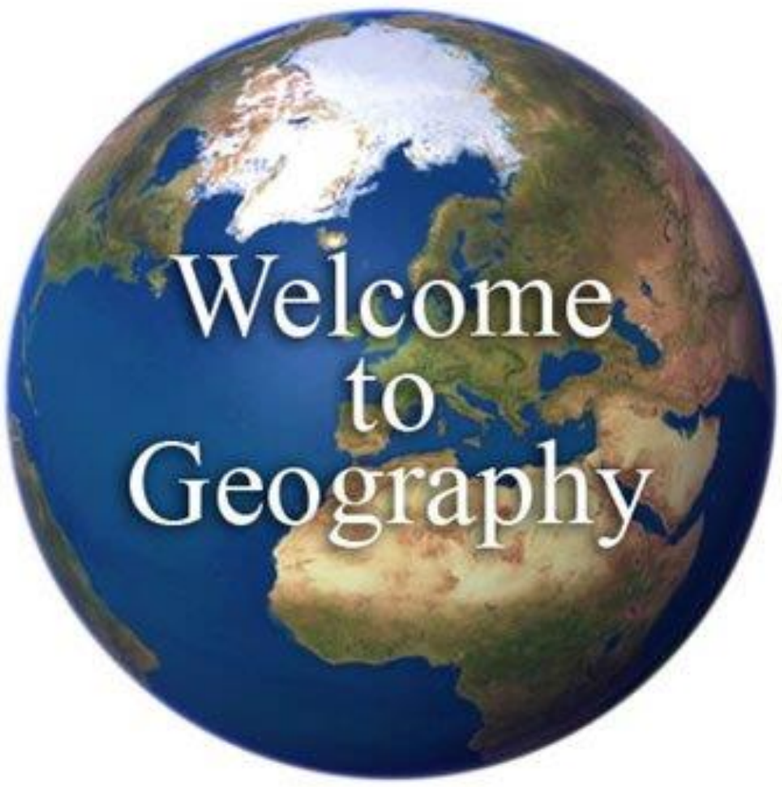
St Luke's CE Primary

Geography Policy 2022-2023



At St Luke's CE Primary,
we are geographers…

At St Luke's CE Primary School, we value Geography. 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. Our Geography curriculum aims to 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 our pupils progress, their growing knowledge about the world will 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.

At St Luke's CE, we are Geographers. We can…

- be inspired, curious and fascinated about the world and its people
- develop knowledge about the world to help them deepen their understanding of the interaction between the physical and human processes and the formation of landscapes and environments
- develop contextual knowledge of the location of globally significant places both terrestrial and marine
- understand the processes that give rise to key physical and human geographical features of the world and how these are interdependent
- collect, analyse and communicate with a arrange of data gathered through experiences of fieldwork
- interpret a range of maps, diagrams, globes, aerial photographs and (GIS) systems
- communicate geographical information in a variety of ways maps, numerical skills and writing at length

EYFS – An Early Geographer	Key Stage 1 – A Developing Geographer	Key Stage 2 - A Developed Geographer
Develop an awareness of the world – Continent, ocean, country • Develop an awareness of the country they live in and its capital city • Investigate different countries with different climates to the UK • Explore weather changes linked to seasonal patterns • Use some basic geographical language • Use simple maps, atlases and globes • Use observational skills as part of their fieldwork	Investigate the world's continents and oceans. • Investigate the countries and capitals of the United Kingdom. Compare and contrast a small area of the United Kingdom with that of a non-European country. • Explore weather and climate in the United Kingdom and around the world. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photographs. • Use fieldwork and observational skills	Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. Locate the geographic zones of the world. Understand the significance of the geographic zones of the world. Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. 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: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. Use a wide range of geographical sources in order to investigate places and patterns. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

End Points of learning in Geography

Year 1

Pupils can use a map or globe to locate the seven continents and five oceans in the world	Pupils can identify simple compass directions of North South East and West	Pupils can use a growing vocabulary to describe geographical features
Pupils can talk about and name the four countries and capitals of the United Kingdom including characteristics of the surrounding areas	Pupils can use aerial photographs with gaining confidence	Pupils can simply describe the location and features of a route on a map
Pupils can use world maps, atlases and globes with developing confidence	Pupils can devise a simple map and construct a basic symbol based key for the map	Pupils can use simple observational fieldwork skills to study the school and its grounds
Pupils can identify the seasons and associated weather patterns in the UK		

Year 2

Pupils can use a map and globe to locate places within the UK and contrasting country	Pupils can identify simple compass directions of North South East and West and correctly use directional language	Pupils can use all the necessary vocabulary to describe geographical features with accuracy at this level
Pupils can talk confidently about and name the four countries and capitals of the United Kingdom including characteristics of the surrounding areas	Pupils can use aerial photographs with gaining confidence and devise simple aerial maps	Pupils can simply describe the location and features of a route on a map confidently
Pupils can use world maps, atlases and globes with confidence	Pupils can devise a map and construct a basic symbol based key for the map	Pupils can compare weather patterns within contrasting environments

Year 3

Pupils can name and locate counties and cities within the UK	Pupils can compare and contrast human and physical geographical differences in contrasting locations	Pupils can begin to use the eight points on a compass and six figure grid references
Pupils can key topographical features such as hills, mountains, rivers and coast	Pupils can identify types of settlement and land use including distribution of energy, food, and water?	Pupils can use maps, atlases, globes and digital mapping to locate countries
Pupils can understand and explain how land use may have changed over time	Pupils can relate location to trade links	Pupils can use OS maps and recognise symbols and keys

Year 4

Pupils can locate the world's countries including Russia, North and South America	Pupils can present physical and human features in the local area using a range of methods	Pupils can interpret a range of sources of geographical information through maps, globes, aerial photos
Pupils can use maps, globes, and digital computer mapping to locate countries within the world	Pupils can sketch maps, plans and graphs and use digital technologies	
Pupils can use fieldwork to observe measure and record accurately	Pupils can note key human and physical characteristics of countries and major cities in the world studied	

Year 5

Pupils can identify and locate and know the significance the position of latitude, longitude, Equator, Northern and Southern Hemisphere	Pupils can confidently use atlases, globes and digital mapping to locate countries and describe features studied	Pupils can use OS maps confidently
Pupils can identify and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle	Pupils can use the eight points of the compass and six figure grid reference confidently	Pupils can confidently use symbols and more complex keys to draw maps
Pupils can recognise the importance of Prime/Greenwich Meridian and time zones	Pupils can write at length to communicate geographical information	

Year 6

Pupils can locate the world's countries using maps	Pupils can discuss types of settlements and land use	Pupils can interpret a range of sources of geographical information
Pupils can key physical and human characteristics of major countries and major cities	Pupils can confidently use the 8 points of the compass and six grid references	Pupils can collect, analyse and communicate with a range of data gathered through experiences of fieldwork
Pupils can 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	Pupils can confidently use OS/ aerial maps GIS and globes / maps	Pupils can communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

St Luke's CE Primary

Geography Annual Curriculum Map

Geography Curriculum Map

Term	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Comparing homes	Weather and Fieldwork Skills	(History Topic)	Villages, Towns and Cities	Natural resources in Northern Chile	Slums	Local fieldwork focus study
Autumn 2	Changing Seasons						
Spring 1	Similarities and differences between supermarkets in different countries	(History topic)	Comparing countries of the UK	Mountains, Volcanoes and Earthquakes	Migration	Biomes	Population
Spring 2	Comparing different environments around the world						
Summer 1	Maps for fairy tale characters	Hot and cold places	(History topic)	Water, weather and climate	Rivers	Energy and sustainability	Globalisation
Summer 2	Changes in the natural world						

Geography Curriculum Progression and End Points

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
To Investigate Places	• Engage in simple fieldwork e.g. follow a map of the school environment, seasons walk to note the changes in weather etc • To know the capital city of England is London • To know there are different types of maps including a globe • To use a map and globe to locate countries and oceans • Recognise some similarities and differences between life in this country and life in other countries	• 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?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
To Investigate Patterns	• To know India is on the continent of Asia and a key feature of India • Understand the effect of changing seasons on the natural world around them. • To know some features of each of the four seasons • Recognise some environments that are different from the one in which they live. E.g. polar regions and desert and note a key feature	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school.	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these • geographical areas. • Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.	• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and • Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
To Communicate Geographically	• Develop an awareness of the geographical terms: physical, human, country, continent, ocean, equator • Draw information from a simple map • Use a simple map to follow a route	• Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. **key human features**, including: city, town, village, factory, farm, house, office and shop. • 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. • Devise a simple map; and use and construct basic symbols in a key. • Use simple grid references (A1, B1).	• Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land • use. 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.	• 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: settlements, land use, economic activity including trade links, and the distribution of natural resources • including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

				• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

End Points in Learning in the Geography Curriculum

Year 1	Year 2	Year 3
• Pupils can use a map and globe to locate places within the UK and contrasting country • Pupils can talk with some confidence about and name the four countries and capitals of the United Kingdom including characteristics of the surrounding areas • Pupils can use world maps, atlases and globes with growing confidence • Pupils can identify the seasons and associated weather patterns in the UK • Pupils can use a growing vocabulary to describe geographical features • Pupils can use simple observational fieldwork skills to study the school and its grounds	• Pupils can use a map and globe to locate places within the UK and contrasting country • Pupils can talk with some confidence about and name the four countries and capitals of the United Kingdom including characteristics of the surrounding areas • Pupils can use world maps, atlases and globes with growing confidence • Pupils can identify the seasons and associated weather patterns in the UK • Pupils can use a growing vocabulary to describe geographical features Pupils can use simple observational fieldwork skills to study the school and its grounds • Pupils can identify simple compass directions of North South East and West • Pupils can use aerial photographs with gaining confidence • Pupils can devise a simple map and construct a basic symbol based key for the map • Pupils can use a map or globe to locate the seven continents and five oceans in the world	• Pupils can name and locate and name counties and cities within the UK • Pupils can key topographical features such as hills, mountains, rivers and coast • Pupils can understand and explain how land use may have changed over time • Pupils can compare and contrast human and physical geographical differences in contrasting locations • Pupils can identify types of settlement and land use including distribution of energy, food, and water • Pupils can use maps, atlases, globes and digital mapping to locate countries • Pupils can use begin to use an OS maps and recognise symbols and keys

Year 4	Year 5	Year 6
• Pupils can name and locate and name counties and cities within the UK • Pupils can key topographical features such as hills, mountains, rivers and coast • Pupils can understand and explain how land use may have changed over time • Pupils can compare and contrast human and physical geographical differences in contrasting locations • Pupils can identify types of settlement and land use including distribution of energy, food, and water • Pupils can relate location to trade links • Pupils can begin to use the eight points on a compass and six figure grid reference • Pupils can use maps, atlases, globes and digital mapping to locate countries • Pupils can use OS maps and recognise symbols and keys	• Pupils can identify and locate and know the significance the position of latitude, longitude, Equator, Northern and Southern Hemisphere • Pupils can identify and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • Pupils can recognise the importance of Prime/Greenwich Meridian and time zones • Pupils can confidently use atlases, globes and digital mapping to locate countries and describe features studied • Pupils can use the eight points of the compass and six figure grid reference confidently • Pupils can use OS maps confidently • Pupils can confidently use symbols and more complex keys to draw maps	• Pupils can locate the world's countries using maps • Pupils can key physical and human characteristics of major countries and major cities • Pupils can 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 • Pupils can discuss types of settlements and land use • Pupils can confidently use the 8 points of the compass and six grid references • Pupils can confidently use OS/ aerial maps GIS and globes / maps • Pupils can interpret a range of sources of geographical information • Pupils can collect, analyse and communicate with a range of data gathered through experiences of fieldwork • Pupils can communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

EYFS and Key Stage 1 Geography Rationale

The EYFS and KS1 geography curriculum is knowledge rich, with topics designed to focus in on those key objectives needed in order to build the fundamental knowledge needed. The basic skills learnt through EY and KS1 are essential building blocks, ready for KS2 discrete lessons.

Geography in the Early Years is taught under the umbrella of 'Understanding of the World' from the EYFS. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about where they live and what's around them. They are beginning to gain knowledge and understanding of the world through:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing various places they have been to locally
- Discussing weather changes

In KS1, 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.

Key Stage 2 Geography Rationale

The KS2 geography curriculum is based on the only safe assumption that a teacher can make: that the pupil might go on to study the subject at university, require particular subject knowledge in their future career, or need particular subject knowledge or skills to enable them to be active members of society. As a result, the curriculum has been designed to be fit for that purpose. The geography curriculum incorporates fundamental geographical knowledge and skills, allowing pupils to build on a firm foundation in future years. An introduction to settlements, tectonic processes and hydrological and climatic processes introduce Year 3 pupils to concepts, vocabulary and knowledge that is capitalised on in subsequent years, laying important foundations of much of their future geographical learning. When pupils study Migration in Year 4, they will utilise their knowledge of settlement types in order to deepen their understanding of migration patterns. This knowledge and understanding support their comprehension of why communities develop around areas of rich natural resources, and how slums develop. The Natural Resources unit then feeds into the Year 5 unit on Energy and Sustainability, by supporting pupils' understanding of where energy comes from and how greater sustainability can be achieved. The Year 6 units on Population and Globalisation draw on themes that have been explored throughout KS2, so pupils are really able to approach these complex topics with a great depth and breadth of knowledge. The Rivers unit in Year 4 follows on from the Water, Weather and Climate unit and pupils then continue to build on this knowledge of physical processes through the Biomes unit. The Local Fieldwork unit is in Year 6, so that pupils are exposed to geographical research in KS2. This is a crucial part of a child's geographical education and we have intentionally incorporated this unit at the end of KS2 to capitalise on their greater maturity and geographical knowledge.