

Geography



Intent

Aims

Our Geography curriculum aims to encourage children's curiosity about the world and deepen their understanding of physical and human features and processes of our environment. It aims to equip our children with the knowledge and understanding of the world, people, places and environment, understanding how interconnected they are and that they change over time. It enables children to become familiar with our local area and country but also extend their knowledge and understanding beyond and explore the contrasting continents and countries of our wonderful planet. We want to give the children an enduring interest in and understanding of the world around them so that they can build on what they have learnt as they move on to the Middle school and beyond.

Use of local resources

A broad variety of topics have been chosen in order to continually engage and stimulate the children and their learning, utilising local resources and expertise as much as possible.

Use of ICT and computing

Where possible we use IT to enhance Geography learning. For example, accessing information and research on the internet. Using Google Maps and other map services.

National curriculum programmes of study

At Harbottle C of E First School, we use the National curriculum programme of study as the basis of our geography curriculum. Due to mixed aged classes our curriculum runs in a 2 year rolling program.

The topics have been ordered with the intention of providing the children with the chance to develop their skills and deepen their understanding throughout the year. Due to mixed age classes, completely sequential planning can prove challenging and so, to overcome this, we endeavour to provide a good foundation level of local area knowledge at the start of each year.

Implementation

Time allocation

Geography units are taught over the period of a half term in weekly, hour and a half, sessions. There are three Geography units each year.

Level expected at the end of EYFS ELG	Key Stage 1 National Curriculum Expectations	Lower Key Stage 2 National Curriculum Expectations
<p>Understanding the world People and Communities</p> <p>Children know about similarities between themselves and others, and among families, communities and traditions.</p> <p>Understanding the world The World</p> <p>People know about similarities and differences in relation to places, objects, materials and living things. They can talk about features of their own immediate environment and how environments might vary from one another.</p>	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <p>name and locate the world's seven continents and five oceans;</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England,</p>	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <p>locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</p> <p>name and locate counties and cities of the United</p>

	<p>Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica</p> <p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p>	<p>Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed</p> <p>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;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>
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Geography Framework

Key Stage One

Theme/Enquiry Question	KS1 National Curriculum links	Locational knowledge	Place knowledge	Human and Physical Geography	Geographical skills and fieldwork	Vocabulary
<p>Year A</p> <p>Our local area</p> <p><i>Is our local area just fields?</i></p> <p>Where do we live and where do we go to school? Identify our area on local maps and using an</p>	<p>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</p>	<p>Understand that our local area is the North East of England and that our county is the most northern in England</p> <p>Consider the countryside as a rural area.</p>	<p>Name our nearest town as Rothbury. Our nearest city is Newcastle upon Tyne.</p> <p>Identify our position on a map of the UK.</p>	<p>Physical features Surrounded by hills River Coquet (where does this lead to?)</p> <p>Human features Different facilities available and unavailable Common jobs in the area</p>	<p>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.</p>	<p>School area Rural Valley Castle River Coquet Community Village Farming</p>

<p>Atlas.</p> <p>What is our local area like to like in?</p> <p>.</p>		<p>Understand that our county is Northumberland.</p>		<p>Types of buildings and houses</p>	<p>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.</p>	
<p>Year A</p> <p>Our wonderful UK</p> <p><i>Is our country the same all over?</i></p> <p>Use maps to identify the UK and each of the four countries.</p> <p>Identify a city on a map and know what a city is.</p> <p>Know the capital city of England is London and be able to say the other Capital Cities.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>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.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Contrast our local area with London as our capital city.</p>	<p>Comparisons of the Four Countries that make up The United Kingdom of Great Britain</p> <p>Comparisons between cities and the rural landscapes.</p>	<p>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</p>	<p>London</p> <p>Compare,</p> <p>Capital city</p> <p>Country</p> <p>Population</p> <p>weather</p> <p>Similarities, differences</p> <p>farming</p> <p>culture</p>
<p>Year A</p> <p>Let's go to India (contrast topic)</p> <p><i>Is Northumberland completely different to all of India?</i></p> <p>Build on knowledge of our local area and the UK. Explore key features of India including position on a world map, size, population, weather</p>	<p>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> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill,</p>	<p>Name and locate the world's seven continents and five oceans</p>	<p>Compare the UK with a contrasting country in the world;</p> <p>Compare UK with India - size, population, culture</p> <p>compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>Compare Newcastle and Mumbai</p>	<p>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> <p>use basic geographical vocabulary to refer to</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Compare, City</p> <p>Newcastle upon Tyne</p> <p>New Delhi</p> <p>Mumbai</p> <p>Country, Population, Weather, Similarities, differences, Farming, Culture,</p>

and culture.	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.			key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather		
<p>Year B Magical Mapping <i>What makes our location so unique?</i></p> <p>Explore maps at a local, national then global level.</p> <p>Learn to view from above using aerial photographs to identify key features of our local area and then explore rivers, seas and expand to the wider world.</p>	<p>Name different types of maps and explain some key features of maps. • Draw a simple sketch map of the school and local area. • Name the four points of a compass. • Plan a simple route around the local area using key vocabulary. • Identify map symbols. • Use an atlas to locate the four countries of the UK, capital cities and other key places. • Use an atlas to locate the seven continents of the world. • Use an atlas to locate the five major oceans of the world. • Use aerial photographs to 'view from above' and recognise basic human and physical features • Ask geographical questions – Where is it? What is this place like? How near/far is it</p>	<p>Use local maps to identify where we live in the relation to the rest of the county, country and world.</p> <p>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</p>	<p>Focus on the Northumberland National park area and local maps and aerial views.</p> <p>Identify key areas of the North East of England</p> <p>Look at UK from above and identify key human and physical features.</p> <p>Locate the seven continents using an Atlas.</p>	<p>Identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>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.</p> <p>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.</p>	<p>Aerial Compass Direction North, South, East, West</p>
<p>Year B Contrasting places - Northumberland/ Sensational safari - exploring Africa. <i>How does our local surrounding area compare to Kenya in Africa?</i></p>	<p>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>	<p>Name and locate the world's seven continents and five oceans</p> <p>use world maps, atlases and globes to identify the United Kingdom and its</p>	<p>Compare the UK with a contrasting country in the world;</p> <p>compare a local city/town in the UK with a contrasting city/town in a different country; Compare grasslands</p>	<p>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</p>	<p>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</p>	<p>Compare, capital city,, country, population, Weather, similarities, differences, farming, culture, Africa,</p>

<p>Build on knowledge of our local, national knowledge and map reading.</p> <p>Explore key features of Kenya including position on a world map, size, population, weather and culture.</p>		<p>countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>of Kenya to our hills and local area.</p>	<p>contrasting non European country</p> <p>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</p>		<p>Kenya, Nairobi, river, desert,</p>
<p>Year B</p> <p>From rivers to the sea.</p> <p><i>What happens to our rivers?</i></p> <p>Consider our context of living in the valley near hills. Explore where do our rivers go? Follow the Coquet from it's beginning in the Cheviot hill to the sea in Amble.</p>	<p>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</p>	<p>Identify the main British islands.</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK, in the context of the seaside resorts in the four countries of the UK.</p>	<p>To name, locate and identify characteristics of the four countries and capital cities of the UK, in the context of the seaside resorts in the four countries of the UK.</p> <p>Locate seaside resorts in the four countries of the UK. To use basic geographical vocabulary to refer to key human and physical features, in the context of coastal/seaside locations in the past and present day.</p>	<p>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</p> <p>Explore a seaside town. Amble</p>	<p>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</p> <p>To use aerial photographs and to recognise landmarks and basic human and physical features, in the context of hills, streams, rivers and coastal/seaside locations.</p>	<p>Rivers Coast Estuary Harbour Fishing</p>

Lower Key Stage 2

	KS1 National Curriculum links	Locational and Place Knowledge	Human and Physical geography	Geographical Skills and Fieldwork	Key Vocabulary
<p>Year A Extreme Earth <i>In what ways could our planet be considered extreme?</i></p> <p>Build on learning from KS1 - continents and weather patterns of the UK Compare and contrast to types of natural disasters.</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Discover where the main areas of extreme earth activity occur.</p> <p>Describe where the ring of fire is located and how it gets its name.</p>	<p>Look at impact of extreme earth on the ways that humans use land. E.g. Why would someone live near a volcano Why do people live in areas that experience earthquakes and how do they prevent damage.</p>	<p>Look at aerial photographs of volcanoes and sights of extreme earth activity.</p>	<p>Rivers, Mountains, Volcanoes Earthquakes Flood Tsunami Hurricane Tornado</p>
<p>Year A All about the UK.</p> <p>Explore our rivers and seas, hills and mountains. Discover some of the major cities and</p>	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,</p>	<p>Locate the countries and cities of the UK.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/ Greenwich Meridian and time zones (including day and night</p>	<p>To 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 understand how some of</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key</p>	<p>Rivers Seas Hills Mountains London Newcastle upon Tyne Union Topography</p>

explore some of the different countries that make up the UK.	mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time		these aspects have changed over time	(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
<p>Year A</p> <p>Our European neighbours.</p> <p><i>In what ways is the UK similar and different to other parts of Europe?</i></p> <p>Identify the seven continents of the world before looking more closely at a map of Europe. Compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe. Use facts to answer questions and annotate maps.</p>	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions,</p> <p>key physical and human characteristics, countries, and major cities</p> <p>geographical regions and their identifying human and physical characteristics,</p> <p>key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge</p>	<p>Locate Europe as a continent on a map and describe it's surrounding features.</p> <p>Identify countries in Europe.</p>	Compare and contrast human and physical geographical features of the UK with Greece as a contrasting country.	Use globes, atlases and aerial photography to identify key human and physical features of European countries.	<p>Europe</p> <p>Continent</p> <p>Culture</p> <p>Mountains</p> <p>Coast</p> <p>Weather</p> <p>Rivers</p> <p>Sea</p>

	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,				
<p>Year B</p> <p>Land Use in the UK</p> <p><i>How and why is land used in the UK?</i></p> <p>Look at our local area within the UK and contrast with cityscape.</p> <p>Building on previous learning from KS1 re. Our local area and maps of our local area. Identify why our local area is used for predominantly for farming and how Rothbury has changed and expanded over time.</p>	<p>key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>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</p>	<p>Countries and Cities To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features.</p> <p>Look at land-use patterns; and understand how some of these aspects have changed over time</p> <p>Locate the countries and cities of the UK.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/ Greenwich Meridian and time zones (including day and night</p>	<p>Identify human and physical features of our local area and compare to the rest of the UK.</p> <p>Focus on farming vs industrial cities of the past and explore how land is used then and now.</p> <p>To 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 understand how some of these aspects have changed over time</p>	<p>To 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</p> <p>Describe and understand key aspects of human geography including land use in the context of using keys and legends</p> <p>Use maps and atlases to describe land use in the context of thinking about urban and rural areas and also agriculture.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key</p> <p>Use fieldwork to observe, measure, record and present the human features in the local area</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe</p>	<p>Aerial Farming</p> <p>Rural</p> <p>Urban</p> <p>Sketch map</p> <p>Cartography</p> <p>Agriculture</p>

				features studied	
<p>Year B Around the world Continents, Countries and significant features. <i>Is the highest mountain in the same country as the longest river?</i></p> <p>Children will discover the tallest mountain and longest river in each of the seven continents. They will also find out where the hottest, coldest, largest and smallest countries are and which continents they can be found in.</p>	<p>Children will recap the names of the seven continents of the world and locate them on a world map. They will then identify each continent from a given clue and learn some facts about each continent.</p>	<p>Children will recap the names of the seven continents of the world and locate them on a world map. They will then identify each continent from a given clue and learn some facts about each continent.</p> <p>Locate major capital cities of the world</p>	<p>find out the difference between human and physical geography.</p> <p>Identify two separate countries of their own choosing to discover similarities and differences in physical and human geography.</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe</p> <p>Use globes and atlases and aerial photographs to gain information about countries around the world</p>	<p>Continent Country Equator Latitude Longitude Rivers Seas Hot Cold Artic Desert</p>
<p>Year B The Amazon Rainforest <i>What is life like in the Amazon rainforest?</i></p> <p>Where are the Rainforests of the World located? Layers of vegetation Investigating 'climate' and what a tropical climate is.</p>	<p>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</p>	<p>Locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</p>	<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</p> <p>describe and understand 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</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Rainforest Climate Tropical Layers Vegetation Equator Hemisphere Indigenous</p>

Compare the lives of indigenous tribes to life in modern society.
How the rainforests are under threat and actions that could save them.

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