

Geography



THE
CONSTELLATION
TRUST



The geography curriculum is structured into four key areas of learning:

- **Geographical skills and field work**
- **Human and Physical Geography**
- **Locational Knowledge**
- **Place Knowledge**

Through the geography curriculum, pupils will develop an understanding of the following **key concepts**:

- **Navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, the equator, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (Dispersal, settlement patterns, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunamis)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)

Second order concepts

Throughout the geography, the following second order concepts are explored. These concepts are developed across a range of subjects in the curriculum.

- **Responsibility:** (how humans affect the earth positively and negatively, the use of finite resources, climate change and sustainability)
- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)
- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

End points:

By the end of EYFS, pupils will:

- begin to understand how they are part of their own locality, which is part of a bigger world
- learn about different people and communities
- use speaking, listening and understanding to develop and explore these in greater detail

By the end of Key Stage 1, pupils will:

- use and make a range of geographical resources such as photos and maps to locate features in their locality and the world
- understand the principle of directions
- look at land use, climate and physical features of Great Britain and other locations in the world
- develop an understanding of how humans and nature can affect and shape the landscape
- understand that they have responsibilities to care for the planet and its resources

By the end of Key Stage 2: pupils will:

- be able to compare physical and human features in their own locality to different locations around the world
- conduct fieldwork to identify common geographical processes, to make observations, collect data and draw conclusions from their findings
- be able to interpret a range of sources of geographical information and present geographical information in a variety of ways
- develop an understanding of map work so that these features can be examined and identified in a wider context
- understand the processes that give rise to key physical and human features and how these change over time
- understand the impact of humans and of nature in shaping the world in which they live
- understand their responsibilities as global citizens, who can think both critically and creatively, to play their part in caring for and sustaining our world and resources

Pedagogy

A typical unit of work in geography will cover the following aspects. The order and areas of focus will be adapted to suit the unit being taught.

- **Geographical enquiry**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge (Where is this place? What is it like and why? How and why is it changing? How does it compare to other places? How and why are the places connected?)

- **Locational skills**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Vocabulary**

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context (supported by knowledge organisers / learning environment)

- **Physical and human geography**

Identify the physical and/or human features associated with the place of interest. Develop an understanding of the processes that caused the physical / human features to occur. Apply their vocabulary when explaining the processes.

- **Place knowledge**

Compare and contrast the features in different locations around the world.

- **Apply their knowledge to the world around them locally and globally**

What could/ should the world look like in the future?

What can we do to influence change?

Make connections to other subject areas (science/history/PSHE)

- **Written and oral expression**

Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

- **Skills and fieldwork**

Opportunities to visit examples, observe processes or the impact of these, carry out tests, collect and interpret data and draw conclusions are included within a teaching sequence where possible.

Progressive objectives

Our progressive objectives show what pupils should know and be able to do in each aspect of geography by the end of each year group. The key concepts of geography are developed through each unit of work. These are used to support planning and the ongoing assessments of pupils' work.

Year Group	Geography skills and fieldwork
EYFS	I can talk about how I live and how I travel to school
1	I can explain where I live in the U.K. and tell you my address
	I can use aerial photographs and plan to identify the key features of my school
	I know the 4 main directions on a compass
	I can create a simple map (eg: the school grounds)
	I can orally express ideas and observations
2	I can use aerial photographs and plan to identify the key features and landmarks in my local area
	I can create a simple map of my local area and use basic symbols in a key
	I can use simple compass directions and directional language to find a location on a map
	I can identify similarities and differences between two areas and sets of data
	I can orally express ideas and observations clearly
3	I can create maps and plan routes, using the 8 points of the compass, in the local area
	I can use various sources to identify different locations around the world
	I can follow a structure for presenting fieldwork investigations and findings
	I can present findings from fieldwork using graphs/charts and explain my findings
4	I can use the 8 points of the compass to plan a journey from my town or city to another place in the UK
	I can use ordnance survey maps to explore the local area and identify key features
	I use different types of fieldwork to observe, measure and record the human and physical features in the local area
	I can explain trends or patterns observed by making comparisons or by noting cause and consequence
5	I use Ordnance Survey symbols and 4 figure grid references
	Use digital mapping technology (GIS) to trace physical features of an area
	I understand scale factor
	I use different types of fieldwork to observe, measure and record the human and physical features
	I can use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge

6	I can use Ordnance Survey symbols and 6 figure grid references
	I can read and calculate distances from a scale
	I collect and measure information accurately (eg: rainfall, temperature, wind speed etc...)
	I can present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence

Year Group	Locational Knowledge
EYFS	I know the name of my street and the city I live in
1	I can locate Hull on a U.K map
	I can name the capital city of England
	I can name the 4 countries in the U.K. and locate them on a map
	I can name the waters that surround the U.K.
2	I can name the capital cities of England, Wales, Scotland and Northern Ireland
	I can name the continents of the world and locate them on a map, globe and atlas
	I can name and locate the world's oceans on a map, globe and atlas
3	I can identify the position of the Arctic and Antarctic Circles on a map
	I can locate all continents, oceans and major countries on a world map
	I understand that countries are separated by borders
4	I can identify the Equator, Northern and Southern hemispheres on a globe
	Name and locate all countries within the U.K. and their major cities
	I can recognise key human and physical characteristics of my local region and the UK including hills, mountains, coast, rivers and land use
5/6	I can identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn (+ Y3/4 aspects)
	I can use a map to locate the worlds countries, including the countries of Europe and North and South America
	I can recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries and North and South America
	I know what longitude and latitude means and how they relate to timezones around the world

Year Group	Place knowledge
EYFS	I can explore, notice and describe things in my local environment
1	I can describe some of the physical and human features of the environment around us
	I can tell you what I like and do not like about the place in which I live

2	I can identify similarities and differences between where I live and a place outside Europe
3	I describe how some places are similar and dissimilar in relation to their human and physical features (within UK)
4	I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)
	I can explain the difference between the British Isles, Great Britain and the United Kingdom
5	I describe how some places are similar and dissimilar in relation to their human and physical features (including a region in a European Country)
6	I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America)

Year group	Human and physical geography
EYFS	I can name and identify some different types of weather
	I can explore and observe nature in my local environment (trees, plants, flowers, soil, clouds etc...)
1	I can explain how the weather changes throughout the year and name the seasons (link to Science)
	I can use a globe to identify the equator and north and south poles
2	I can identify the location of hot and cold areas of the world
	I can describe the key physical features of a place using words like beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather
	I can describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop
	I can describe the facilities that a village, town and city may need, and give reasons
3	I understand the structure of the earth and features such as tectonic plates and molten lava
	I can describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes
	I describe and understand the key aspects of earthquakes
	I can describe and explain the key physical features of mountains
4	I can explain how physical features of a landscape influence where settlements have developed and how the land is used (eg: coasts, rivers)
	I can describe and explain the key features of different types of settlements and identify similarities and differences
	I understand how settlements have changed over time
	I can explain the importance of ports and the role they play in trade and distributing resources around the world
5	I can describe and explain the key physical features of rivers and how they have shaped the land
	I can name and locate many of the world's most famous rivers and explain why most cities are situated by rivers
	I can explain the key aspects of the water cycle
6	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features.

	I understand that natural resources such as energy, food, minerals and water are distributed in different parts of the world and how this affects settlement and trade
	I can describe and explain the key physical features of different climate zones, biomes and vegetation belts
	I understand that climate is the usual condition of the weather, rainfall, humidity and wind in a place
	I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra)

Year Group	Responsibility
1	I understand some of the ways that humans can affect the world around us
	I understand how everyday actions can help reduce waste and save energy
2	I understand some of the ways the world's climate is changing
	I understand how everyday actions can help reduce waste, save energy and make the world more sustainable
3	I understand some of the effects of climate change
	I understand and demonstrate some of the actions humans can take to reduce the effects of climate change
4	I understand the difference between renewable and non-renewable sources of energy
	I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future
5	I understand the concept of food miles and the impact this can have on the environment
5/6	I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment
6	I understand the concept and impact of deforestation on a local and global scale