



# Geography Curriculum

*"Love one another. As I have loved you." (John 13.34)*

At St John's Primary Academy, we strive to follow Jesus' commandment by showing care, respect and friendship to all we meet. This is built on a foundation and commitment to educating the whole child through a broad and balanced curriculum, fostering children's aspirations and providing them with opportunities to flourish, in body, mind and spirit and to experience the joy and hope of *"...life in all its fullness"* (John 10.10).



## Vision for Geography

### Intent

At St John's, our Geography curriculum nurtures and encourages a natural curiosity and fascination which can shape and direct children into becoming inquisitive and questioning learners. Children are inspired and enthused to explore the human and physical world around them. Through this cross-curricular subject, learners look closely at similarities and differences between British cultures and others and are equipped with knowledge about diverse places, people and processes in physical and human environments. The academy instils a sense of environmental responsibility whereby the children understand issues of our local and global community.

### Implementation

**Exciting and engaging topic launches** are used as a stimulus for lessons to encourage and inspire geographical thinking.

**Visits and visitors** are used to engage, enthuse and develop a thirst for Geographical knowledge, skills and understanding.

**Outdoor Learning** – effective and exciting opportunities to provide a context for accumulating integrated and subject based knowledge and for developing key skills.

Planning is **differentiated** to ensure inclusivity, high expectations and challenge.

Lessons include a variety of **informative, useful and relevant resources** including maps, atlases, drawing, plans, diagrams, photographs, ICT etc to bring the world to life and foster a love of the subject and provoke geographical thinking and questioning.

Children's geographical knowledge, skills and understanding is **celebrated** through classroom displays, twitter, text message as well as Special Mentions assemblies.

**What's in the News** (Cross curricular) a bulletin board is used to explore what's happening around the world i.e. natural events

A whole school **Geography day** – a celebration of the World all around us.

**Where in the world is the School Bear** – whole school approach used to develop children's knowledge of places around the world.

Link with another school around the world (**Denmark**)

## **Impact**

**Planning** – Is there coverage of the key skills? Is progression evident? Is there a clear sequence? Are activities clearly differentiated? Does the planning include an exciting stimulus for each topic? Is it differentiated? Are there opportunities for outdoor learning?

**Monitoring of planning and books** – Does the children's work in books reflect their understanding? Is planning well thought through? Are classes delivering lessons consistently so that every child has the same experience?

**Pupil voice** – Do children enjoy Geography? Are they excited by lessons? Do they have a passion for the world around us? Are they learning new skills/building on previous learning?

**Environment** – Is children's work celebrated? Are key words apparent in the classroom? Is Where in the world and what's in the news relevant? Useful? Purposeful? Are there maps around the school that the children refer to?

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# Geography

	IA Cycle 1	IA Cycle 2	2A Cycle 1	2A Cycle 2	3A Cycle 1	3A Cycle 2
Year 1/2	<b>UK Essington</b> Where in the world are we?	<b>UK Birmingham</b> What is it like to live in a BIG CITY compared to a small village?	<b>Australia</b> Why do people want to move down under?	<b>Brazil</b> What is it like for a child to live in Brazil?	<b>Oceans</b> How much do we really know about The Blue Planet	<b>Coastal Study</b> Why do people like to go to the seaside?
Year 3/4	<b>Bright lights, Big City</b> Why do people visit London?	<b>Environmental Changes – My world, our world, your world</b> Can we make a difference?	<b>Italy</b> What is it like to live in Italy?	<b>Mumbai</b> How do the slums compare to the rest of Mumbai?	<b>From Source to Sea</b> What is a river's journey?	<b>The Polar Regions</b> What effect does the weather and climate have on how we live?
Year 5/6	<b>Rainforests</b> Which is the biggest rainforest in the world?	<b>Africa</b> What is it like to grow up in Kenya?	<b>Earth Matters</b> What makes our planet so interesting and how can we look after it?	<b>China</b> How does the diverse landscape of China shape the country?	<b>Local Study of Wolverhampton</b> Why do people call it the Black Country?	<b>The Amazing Americas</b> How can so many landscapes fit in one country?

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	Reception Progression of Skills	Year 1 Progression of Skills	Year 2 Progression of Skills	Year 3 Progression of Skills	Year 4 Progression of Skills	Year 5 Progression of Skills	Year 6 Progression of Skills
<b>Fieldwork</b>	Explore the natural world around them, making observations and drawing pictures of animals.	<i>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</i>		<i>Use fieldwork to observe, measure, record and present the human and physical features in the local area</i>			
		<p>Begin to gather information using basic observational skills.</p> <p>Carry out a small survey of the local area/school.</p> <p>Draw simple features.</p> <p>Ask and respond to basic geographical questions.</p> <p>Ask a familiar person prepared questions.</p> <p>Use a pro-forma to collect data e.g. tally survey.</p> <p>Sketching: Create plans and draw simple features in their familiar environment. Add labels onto a sketch map, map or photograph of features.</p> <p>Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen.</p>	<p>Gather information using basic observational skills.</p> <p>Carry out a small survey of the local area/school.</p> <p>Draw simple features.</p> <p>Ask and respond to basic geographical questions.</p> <p>Ask a familiar person prepared questions.</p> <p>Use a pro-forma to collect data e.g. tally survey.</p> <p>Sketching: Create plans and draw simple features in their familiar environment. Add labels onto a sketch map, map or photograph of features.</p> <p>Recognise a photo or a video as a record of what has been seen or heard. Use a camera in the field to help to record what is seen.</p>	<p>Gather information</p> <p>Ask geographical questions</p> <p>Use a simple record to present findings from fieldwork. Record findings from fieldtrips.</p> <p>Use appropriate terminology.</p> <p>Sketching: Draw an annotated sketch from observation including descriptive/ explanatory labels and indicating direction.</p> <p>Select views to photograph. Add titles and labels giving date and location information.</p> <p>Consider how photos provide useful evidence. Locate position of a photo on a map.</p>	<p>Gather information</p> <p>Ask geographical questions</p> <p>Use a simple record to present findings from fieldwork. Record findings from fieldtrips.</p> <p>Use appropriate terminology.</p> <p>Sketching: Draw an annotated sketch from observation including descriptive/ explanatory labels and indicating direction.</p> <p>Select views to photograph. Add titles and labels giving date and location information.</p> <p>Consider how photos provide useful evidence. Locate position of a photo on a map.</p>	<p>Select appropriate methods for data collection such as interviews, observations, investigations.</p> <p>Use a database to interrogate/amend information collected.</p> <p>Use graphs to display data collected. Evaluate the quality of evidence collected and suggest improvements.</p> <p>Sketching: Evaluate their sketch against set criteria and improve it. Use sketches as evidence in an investigation. Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.</p> <p>Use photographic evidence in their investigations. Evaluate the usefulness of the images.</p>	<p>Gather information</p> <p>Select appropriate methods for data collection such as interviews, observations, investigations. Use a database to interrogate/amend information collected.</p> <p>Use graphs to display data collected. Evaluate the quality of evidence collected and suggest improvement.</p> <p>Sketching: Evaluate their sketch against set criteria and improve it. Use sketches as evidence in an investigation. Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.</p> <p>Use photographic evidence in their investigations. Evaluate the usefulness of the images.</p>

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	Reception Progression of Skills	Year 1 Progression of Skills	Year 2 Progression of Skills	Year 3 Progression of Skills	Year 4 Progression of Skills	Year 5 Progression of Skills	Year 6 Progression of Skills
Location Knowledge	<p>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Know where they live.</p> <p>Know how they travel to school.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the <u>four countries</u> and <u>capital cities</u> of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the <u>four countries</u> and <u>capital cities</u> of the United Kingdom and its surrounding seas.</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>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 land-use patterns; and understand how some of these aspects have changed over time.</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>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 land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Continue to locate the World's countries using maps focusing on key physical and human characteristics.</p> <p>Continue to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (see Y4).</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 (including day and night).</p>	<p>Continue to locate the World's countries using maps focusing on key physical and human characteristics.</p> <p>Continue to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (see Y4).</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 (including day and night).</p>

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	<b>Reception Progression of Skills</b>	<b>Year 1 Progression of Skills</b>	<b>Year 2 Progression of Skills</b>	<b>Year 3 Progression of Skills</b>	<b>Year 4 Progression of Skills</b>	<b>Year 5 Progression of Skills</b>	<b>Year 6 Progression of Skills</b>
<b>Map Skills</b>	<p>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.</p> <p>Talk about some of the differences they notice when they are in different places.</p> <p>Talk about places when looking at books and watching tv/videos.</p> <p>Talk about places they have been to.</p> <p>Talk about places in stories.</p> <p>Use language that relates to place.</p>	<p>Use picture maps and globes. Use a simple picture map to move around the school. Use relative vocabulary such as bigger, smaller, like, dislike. Use directional language such as near and far, up and down, left and right, forwards and backwards.</p> <p>Map knowledge: Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas.</p> <p>Making maps: Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Draw around objects to make a plan.</p>	<p>Use maps, globes and infant atlas. Look at a large scale OS map. Use a simple picture map to move around the school. Use relative vocabulary such as bigger, smaller, like, dislike. Use directional language such as near and far, up and down, left and right, forwards and backwards.</p> <p>Map knowledge: Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK, its surrounding seas and major features like the River Severn, home location etc. Follow a route on a map.</p> <p>Making maps: Draw basic maps, including appropriate symbols and pictures to represent places or features – begin to use a simple key. Look down on objects to make a plan view map. Use photographs and maps to identify key features.</p>	<p>Use maps, larger scale maps, junior atlases and begin to identify features on aerial/oblique photographs. Follow a route on a map with some accuracy. Locate places using a range of maps including OS &amp; digital. Begin to match boundaries (e.g. find the same boundary of a country on different scale maps). Begin to use 4 figure compasses, and letter/number co-ordinates to identify features on a map.</p> <p>Map knowledge: Locate the UK on a variety of different scale maps. Name &amp; locate the counties and cities of the UK.</p> <p>Making maps: Try to make a map of a short route experience, with features in current order. Try to make simple scale drawings. Use standard symbols and understand the importance of a key. Begin to draw a sketch map from a high point of view.</p>	<p>Use maps, larger scale maps, junior atlases and identify features on aerial/oblique photographs. Follow a route on a large scale map. Locate places on a range of maps (variety of scales). Identify features on an aerial photograph, digital or computer map. Begin to use 8 figure compass and four figure grid references to identify features on a map.</p> <p>Map knowledge: Locate Europe on a large scale map or globe. Name and locate countries in Europe (including Russia) and their capitals cities.</p> <p>Making maps: Recognise and use OS map symbols, including completion of a key and understand why it is important. Draw a sketch map from a high viewpoint.</p>	<p>Using maps: Compare maps with aerial photographs. Select a map for a specific purpose. Begin to use atlases to find out other information (e.g. temperature). Find and recognise places on maps of different scales. Use 8 figure compasses, begin to use 6 figure grid references.</p> <p>Map knowledge: Locate the world's countries, focus on North &amp; South America. Identify the position and significance of lines of longitude &amp; latitude.</p> <p>Making maps: Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Use and recognise OS map symbols.</p>	<p>Use maps and atlases confidently. Recognise the world map as a flattened globe. Follow a short route on an OS map. Describe the features shown on an OS map. Use atlases to find out data about other places. Use 8 figure compass and 6 figure grid reference accurately. Use lines of longitude and latitude on maps.</p> <p>Map knowledge: Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</p> <p>Making maps: Draw plans of increasing complexity. Begin to use and recognise atlas symbols.</p>

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<b>Place Knowledge</b>	<p>Explore the natural world around them, making observations and drawing pictures of animals.</p> <p>Talk about some of the differences they notice when they are in different places.</p> <p>Talk about places when looking at books and watching tv/videos.</p> <p>Talk about places they have been to.</p> <p>Talk about places in stories.</p> <p>Use language that relates to place.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country (Australia and Brazil).</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country (Australia and Brazil).</p>	<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 – Italy.</p>	<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 – Italy.</p>	<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, and a region within North or South America</p>	<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, and a region within North or South America</p>



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Human and Physical Geography	<p>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Know where they live.</p> <p>Know how they travel to school.</p>	<p>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.</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>*key human features including city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>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.</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>*key human features including city, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Describe and understand key aspects of: Physical geography including: climate zones, rivers, mountains, volcanoes, earthquakes and the water cycle.</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>Describe and understand key aspects of: Physical geography including: climate zones, rivers, mountains, volcanoes, earthquakes and the water cycle.</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>Describe and understand key aspects of: Physical geography including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p>Human geography including: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of: Physical geography including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.</p> <p>Human geography including: types of settlement and land use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water.</p>