

Statements in black: Guidance of skills and knowledge to cover within each unit of work.

Statements in red: Taken directly from the National Curriculum or Early Learning Goals.

Statements in blue: The objectives from the National Curriculum.

The intent of our Geography Curriculum at St John Fisher:

**Our high-quality geography education at St John Fisher, aims to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.**

The aims for implementation of our curriculum for geography at St John Fisher:


To ensure that all pupils:

1. develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these change over time
2. are competent Geographical explorers, using “fieldwork” and “enquiry” to find out about places in an increasingly independent way, using a progressive range and development of mapping skills and vocabulary to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



## Year **Reception**

Children in Reception will begin to use their skills of enquiry through developing curiosity and a fascination about the world, and the people, animals and landscapes that we find within it. They will particularly begin to visit their local area and learn about the features that they can see developing appropriate geographical vocabulary to explain what they observe to answer the question: what is this place like?

Topic: Exploring our school environment <b>All around our school</b>	Topic: Exploring Contrasting Environments eg Polar Environment <b>Its chilly here! Where am I?</b>	Topic: Introducing our local area: <b>What is Alvaston like?</b>
Seasonal changes – Autumn Exploring our school environment.  W 30-50: Comments and asks questions about aspects of their familiar world such as the place where they live.	Seasonal changes – Winter and Spring Finding out about contrasting environments e.g. polar, desert, rockpool. Record simple representations of environments through drawing, art, oral discussions.  W ELG: Children know about similarities and differences in relation to places and living things. They talk about how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.	Seasonal changes - Summer Talking about features of our local area through undertaking simple fieldwork. Draw simple maps of their route around school or walk in the local area. Follow simple maps in school or school grounds.  W ELG: Children know about similarities and differences in relation to places and living things. They talk about the features of their own immediate environment. They make observations of plants and explain why some things occur and talk about changes.  

## Year 1

Pupils should be taught to 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
- ◇ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop

Pupils should be taught to

- 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
- 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

### Year 1: Using maps

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

### Year 1: Map knowledge

Locate and name on a world map and globe the seven continents and five oceans.

Use maps to locate the four countries and capital cities of UK and its surrounding seas

### Year 1: Making maps

Draw basic maps, including appropriate symbols and pictures to represent places or features

Use photographs and maps to identify features

Autumn Topic: Place knowledge ( <b>Home sweet home</b> )	Spring Topic: Locational Knowledge ( <b>What a wonderful world</b> )	Summer Topic: Place knowledge ( <b>What is it like in New Zealand?</b> )
<u>Locational knowledge</u> <ul style="list-style-type: none"><li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li></ul> <u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"><li>• 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.</li><li>• use simple compass directions (North, South,</li></ul>	<u>Locational knowledge</u> <ul style="list-style-type: none"><li>• name and locate the world's seven continents and five oceans</li></ul> <u>Human and physical geography</u> <ul style="list-style-type: none"><li>• use basic geographical vocabulary to refer to: key physical features, including: land, sea, ocean</li></ul> <u>Geographical skills and fieldwork</u> <ul style="list-style-type: none"><li>• use world maps, atlases and globes to identify continents and oceans</li></ul>	<u>Locational knowledge</u> <ul style="list-style-type: none"><li>• name and locate the world's seven continents.</li></ul> <u>Place knowledge</u> <ul style="list-style-type: none"><li>• 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</li></ul> <u>Human and physical geography</u>

<p>East and West) and locational and directional language [for example, near and far; left and right], to describe the location on a map</p> <ul style="list-style-type: none"> <li>▪ use aerial photographs to recognise landmarks and basic human and physical features; construct basic symbols in a key</li> </ul>		<ul style="list-style-type: none"> <li>▪ use basic geographical vocabulary to refer to:</li> <li>▪ key physical features,</li> <li>▪ key human features,</li> </ul> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>▪ use world maps, atlases and globes to identify the countries, continents and oceans studied at this Key Stage</li> </ul>
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## Year 2

Pupils should be taught to:

use an increasing range of 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
- ◇ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop

### Year 2: Using maps

Follow a route on a map

Use simple compass directions (North, South, East, West)

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

### Year 2: Map knowledge

Use world maps to identify the UK in its position in the world.

Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles

### Year 2: Making maps

Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)

Use and construct basic symbols in a key

<p>Autumn Topic: Locational knowledge</p> <p><b>You're Great Britain!</b></p> <p>(Four countries in the UK, Capital cities) Virtual tours</p>	<p>Spring Topic: Human and physical Geography</p> <p><b>Exploring hot and cold climates in our wonderful world</b></p> <p>(Locating the Equator, North and South pole) <a href="https://www.planmyschooltrip.co.uk/1086/Explorers-&amp;-Polar-Regions-Workshop-&amp;-Wow-Day.php">https://www.planmyschooltrip.co.uk/1086/Explorers-&amp;-Polar-Regions-Workshop-&amp;-Wow-Day.php</a></p>	<p>Summer Topic: Locational/place knowledge</p> <p><b>Oh we do like to be beside the seaside!</b></p> <p>Comparing our local area to a contrasting area of the UK – Skegness / Blackpool / Cleethorpes – Finish with a trip</p>
<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography</li> </ul> <p><u>Human and physical geography</u></p>	<p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans <i>(for the first year in this curriculum this is new knowledge for Year 2)</i></li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary</li> </ul>	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small contrasting location</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, hill, mountain, sea, ocean, river, and key human features, including: city, town, village,</li> </ul>

- use basic geographical vocabulary to refer to:
- key physical features, key human features

#### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries
- 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 on a map
- use aerial photographs to recognise landmarks and basic human and physical features; construct basic symbols in a key

#### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the continents and oceans studied
- 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 on a map
- use aerial photographs to recognise landmarks and use and construct basic symbols in a key

factory, house, office, port, harbour and shop

#### Geographical skills and fieldwork

- use simple fieldwork and observational skills to study the geography of the location and the key human and physical features of its surrounding environment.

Key stage 2 objectives to be covered progressively over the key stage: (Taken from KS2 POS for Geography National Curriculum)

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.

Pupils should be taught to:

Locational knowledge

- 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
- 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
- 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)

Place knowledge

- 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

Human and physical geography

- 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Geography

- 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.

## Year 3

### Geographical map skills for Year 3:

#### Using maps

- Follow a route on a map with some accuracy
- Locate places using a range of maps including OS & digital
- Begin to match boundaries (e.g. find same boundary of a country on different scale maps)
- Use 4 figure compasses, and letter/number co-ordinates to identify features on a map

#### Map knowledge

- Locate the UK on a variety of different scale maps
- Name & locate the counties and cities of the UK

#### Making maps

- Try to make a map of a short route experiences, with features in current order
- Create a simple scale drawing
- Use standard symbols, and understand the importance of a key

Topic: <b>Our local area: Watch out, we're about!</b>	Topic: <b>In the zone: Climates and weather around the world</b>	Topic: <b>India</b>
<p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"><li>describe and understand key aspects of: physical geography and human geography, including: types of settlement and land use, economic activity</li></ul> <p><u>Geographical skills and mapwork:</u></p> <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate own location and describe features studied</li><li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of their own location</li><li>use fieldwork to observe, measure, record and</li></ul>	<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"><li>Identify the position 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)</li></ul> <p><u>Physical geography:</u></p> <ul style="list-style-type: none"><li>describe and understand key aspects of: physical geography, including: climate zones</li></ul> <p><u>Geographical skills and mapwork:</u></p> <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate and describe features studied</li></ul>	<p>Pupils should extend their knowledge and understanding beyond the local area.</p> <p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"><li>Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li></ul> <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"><li>Understand geographical similarities and differences through the study of human and physical geography.</li></ul>



<p>present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><a href="#">Oak National Link</a></p>	<p><u>Geographical skills and mapwork:</u></p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate India and describe features studied</li> <li>▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</li> </ul>
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## Year 4

### Geographical map skills for Year 4:

#### Using maps

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

#### Map knowledge

Locate Europe on a large scale map or globe,

Name and locate countries in Europe (including Russia) and their capitals cities

#### Making maps

Recognise and use OS map symbols, including completion of a key and understanding why it is important

Draw a sketch map from a high viewpoint

Topic: <b>Rivers</b>	Topic: <b>The angry earth: Why and where do Volcanoes and Earthquakes occur?</b>	Topic: <b>Poland</b>
<p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"><li>describe and understand key aspects of:</li><li>physical geography, including: rivers, mountains and the water cycle</li><li>human geography, including: types of settlement and land use, economic activity including trade links</li></ul> <p><u>Geographical skills and mapwork:</u></p> <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate river features studied</li><li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li></ul> <p><a href="#">Oak National Link</a></p>	<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"><li>identify the position and significance of: Northern Hemisphere, Southern Hemisphere, <u>Human and physical geography:</u></li><li>describe and understand key aspects of: physical geography, including: volcanoes and earthquakes</li><li>human geography, including: types of settlement and land use around these locations</li></ul> <p><u>Geographical skills and mapwork:</u></p> <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate volcanoes and earthquakes studied</li></ul> <p><a href="#">Oak National Link</a></p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include Europe.</p> <p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"><li>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li></ul> <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"><li>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.</li></ul> <p><u>Geographical skills and mapwork:</u></p> <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer</li></ul>

		mapping to locate countries and describe features studied
<p><b>Year 5</b></p> <p><b>Geographical map skills for Year 5:</b></p> <p><b>Using maps</b>  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><b>Map knowledge</b>  Locate the world's countries, focus on North &amp; South America  Identify the position and significance of lines of longitude &amp; latitude</p> <p><b>Making maps</b>  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 regularly</p>		
Topic: <b>Where does our food come from?</b>	Topic: <b>The Earth's Biomes, Climate Change and Pollution</b>	Topic: <b>South America and the rainforest</b>
<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Tropics of Cancer and Capricorn</li> </ul> <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: vegetation belts,</li> <li>human geography, including: the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><a href="#">Oak National Link</a></p>	<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> </ul> <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts</li> </ul> <p><u>Geographical skills and mapwork:</u></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> </ul>	<p>Pupils should extend their knowledge and understanding beyond the local area to include North and South America.</p> <p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics.</li> </ul> <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United</li> </ul>

	<p>studied</p> <ul style="list-style-type: none"> <li>▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</li> </ul> <p><a href="#">Oak National Link</a></p>	<p>Kingdom, and a region within North or South America.</p> <p><u>Geographical skills and mapwork:</u></p> <ul style="list-style-type: none"> <li>▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
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## Year 6

### Geographical map skills for Year 6:

#### Using maps

- Follow a short route on a 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

#### Map knowledge

Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages

#### Making maps

- Draw plans of increasing complexity
- Begin to use and recognise atlas symbols

Topic: **Canada**

#### Locational Knowledge:

- Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Identify the position and significance of: Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

#### Place Knowledge:

- 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.

#### Geographical skills and mapwork:

- use maps, atlases, globes and digital/computer mapping to locate Canada and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world

Topic: **Investigating coasts (Sensational Seahouses)**

#### Locational Knowledge:

- Name and locate counties, 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

#### Geographical skills and mapwork:

- use maps, atlases, globes and digital/computer mapping to locate and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom
- Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.

