

Geography

Curriculum Plan

National Curriculum from
September 2014



Southridge First School

Purpose of study:

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. Teaching should 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 pupils progress, their growing knowledge about the world should 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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims:

The national curriculum for geography aims to ensure that all pupils:

- . develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- . understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- . are competent in the geographical skills needed 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)
 - . communicate geographical information in a variety of ways, including through maps and writing at length.

Subject content for Key Stage 1

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.

Pupils should be taught:

Location knowledge

- . name and locate the world's seven continents and five oceans
- . name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- . 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

Human and physical geography

- . 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
- . 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, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- . 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
- . use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map

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- . 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
- . 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.

Subject content for Key Stage 2

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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Location 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

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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
- . 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.

Attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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Geography Year 1	Geography Year 2
Locational Knowledge . Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locational Knowledge . Name and locate the world's seven continents and five oceans
Place Knowledge . Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country	Place Knowledge . Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
Human and Physical Geography . Identify seasonal and daily weather patterns in the United Kingdom . Use basic geographical vocabulary to refer to: . key physical features, including: beach, forest, hill, mountain, sea, river . Use basic geographical vocabulary to refer to: key human features, including: town, village, farm, house and shop	Human and Physical Geography . Identify seasonal and daily weather patterns in the United Kingdom . Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles . Use basic geographical vocabulary to refer to: . key physical features, including: cliff, coast, ocean, soil, valley, vegetation, season and weather . Use basic geographical vocabulary to refer to: key human features, including: city, factory, port, office and harbour
Geographical skills and fieldwork . Use world maps, atlases and globes to identify the United Kingdom and its countries . Use locational and directional language (e.g. near and far; left	Geographical skills and fieldwork . 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

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<p>and right) to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> . Use aerial photographs to recognise landmarks . Devise a simple map . Use simple fieldwork and observational skills to study the geography of their school and its grounds 	<ul style="list-style-type: none"> . Use simple compass directions (North, South, East and West) 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; . Map work - use and construct basic symbols in a key . Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.
Geography Year 3	Geography Year 4
<p>Location knowledge</p> <ul style="list-style-type: none"> . 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; . Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 	<p>Location knowledge</p> <ul style="list-style-type: none"> . 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; . Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
<p>Place knowledge</p> <ul style="list-style-type: none"> . Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle 	<p>Place knowledge</p> <ul style="list-style-type: none"> . Identify the position and significance of latitude, longitude and the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)
<p>Human and physical geography</p> <ul style="list-style-type: none"> . Understand geographical similarities and differences through the study of human and physical geography of a region in a 	<p>Human and physical geography</p> <ul style="list-style-type: none"> . Understand geographical similarities and differences through the study of human and physical geography of a region of the

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European country – France study	United Kingdom - Tyneside . Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America - Brazil
Physical geography Describe and understand key aspects of: . physical geography, including: climate zones, biomes and vegetation belts,	Physical geography .Describe and understand key aspects of: . rivers, mountains, volcanoes and earthquakes, and the water cycle
Geographical skills and fieldwork . use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied . use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies. . use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom . use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including plans and graphs and digital technologies.	Geographical skills and fieldwork . use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom . use 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 . use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including plans and graphs and digital technologies.

Long Term Plan				
	Year 1	Year 2	Year 3	Year 4

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Autumn 1	<i>(History Focus)</i>	Living at the seaside - Physical geography study	<i>(History Focus)</i>	The water cycle
Autumn 2	Map work	<i>(History Focus)</i> <i>Exploring locations of Newcastle and London</i>	Map skills - world maps	Rivers
Spring 1	Africa - Comparison to UK	An Island Home - human geography study	<i>(History Focus)</i>	The Rain Forest
Spring 2	Field Work - Our school grounds	<i>(History Focus)</i>	Earthquakes and Volcanoes	Brilliant Brazil Magnificent mountains
Summer 1	Areas of the UK	Hot and cold areas of the world Weather Patterns	<i>(History Focus)</i>	<i>(History Focus)</i>
Summer 2	<i>(History Focus)</i>	7 continents 5 oceans Map skills	France - human geography study	Field work - Our local area map skills

Year 1	
Autumn 1 'Jurassic Forest'	(History focus)
Autumn 2 'Welcome to Pirate Island'	<p>Map work</p> <p>Can you make a map of Pirate Island?</p> <ul style="list-style-type: none"> • <i>Use simple compass directions (North, East, South and West) and locational and directional language (e.g. near, far, left and right) to describe the location of features and routes on a map</i> • <i>Devise a simple map and use and construct basic symbols in a key</i> <p>Where would Pirate Pete visit in the UK?</p> <p>How would Pirate Pete travel from the UK to Australia?</p> <ul style="list-style-type: none"> • <i>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas</i> • <i>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</i>
Spring 1 'Amazing Animals'	<p>Africa Comparison</p> <p>How is Africa different to the UK?</p> <ul style="list-style-type: none"> • <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country</i> • <i>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</i>
Spring 2 'Growing'	<p>Field Work – Our School Grounds</p> <p>What can you find out about our school?</p> <ul style="list-style-type: none"> • <i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the</i>

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	<p><i>key human and physical features of its surrounding environment.</i></p> <ul style="list-style-type: none"> • <i>Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, hill, mountain, sea, ocean, river, soil, vegetation, season and weather key human features, including: city, town, house, office</i>
<p>Summer 1 'Castles'</p>	<p>Exploring the UK</p> <p>What are the four countries of the UK?</p> <ul style="list-style-type: none"> • <i>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas</i> • <i>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</i> <p>Where are there castles in the UK? Can you describe them?</p> <ul style="list-style-type: none"> • <i>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain key human features, including: city, town, village</i>
<p>Summer 2 'Explorers'</p>	<p>(History focus)</p>

Year 2

<p>Autumn 1 'Beside the seaside'</p>	<p>Living at the seaside: Physical geography study What are the different parts of Whitley Bay? Why do we love to live beside the seaside?</p> <ul style="list-style-type: none"> • <i>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</i> <p><i>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</i></p>
<p>Autumn 2 'Fireworks'</p>	<p>(History focus) – Great Fire of London and The Gun Powder Plot</p>
<p>Spring 1 'Living on an Island'</p>	<p>Human Geography study What is it like to live on an Island? (Explore a range of Islands)</p> <ul style="list-style-type: none"> • <i>Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop</i> <p>Can you make a map of the Isle of Struay? <i>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</i></p>
<p>Spring 2 'Great Lives'</p>	<p>Hot and cold areas of the world and Weather patterns Which parts of the world are hot and which are cold?</p> <ul style="list-style-type: none"> • <i>Identify the location of hot and cold areas of the world in relation to the equator and the north and south poles</i>

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	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK <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>
Summer 1 'Take a trip around the world'	<p>The 7 Continents and 5 Oceans</p> <p>Can you label a map of the world?</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans <p>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage</p> <p>Geography skills – map work and landmarks</p> <p>What countries can you find on a world map?</p> <p>Which landmarks can you recognise?</p> <p>What area is this map showing us?</p> <p>Can you make your own map?</p> <ul style="list-style-type: none"> 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 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 Use simple compass directions (North, East, South and West) and locational and directional language (e.g. near, far, left and right) to describe the location of features and routes on a map Devise a simple map and use and construct basic symbols in a key
Summer 2 'Local Heroes'	(History focus) – Grace Darling

Year 3	
Autumn 1 'How did life change for children in World War II?'	(History Focus)
Autumn 2 'Where are we in the World?'	<p>Where have you been in the World? Do you know about different places in the world?</p> <ul style="list-style-type: none"> • <i>Locate the world's countries, using maps to focus on Europe, Russia and North America, concentrating on their countries, and major cities</i> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <p>Where are we in the UK? How was the UK affected by World War II?</p> <ul style="list-style-type: none"> • <i>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</i>
Spring 1 'Who first lived in Britain?'	(History focus)
Spring 2 'What makes the	<p>Earthquakes What is an earthquake and why do they happen?</p>

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<p>Earth angry?'</p>	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography including earthquakes <p>Where do earthquakes happen? Study of a major earthquake (e.g. L'Aquila, Italy, 2009)</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 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 characteristics, countries, and major cities <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Volcanoes</p> <p>What is a volcano? What makes them erupt?</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including volcanoes <p>Where are the world's volcanoes?</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 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 characteristics, countries, and major cities Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<p>Summer 1 'Why were the Romans so powerful and what did we learn from them?'</p>	<p>(History Topic)</p>
<p>Summer 2 'What is life like in France?'</p>	<p>Exploring France – (Human geography study)</p> <p>What is life like in France?</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use,

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	<p><i>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> <ul style="list-style-type: none">• <i>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</i> <p>How is France different to the UK? (Focus on a region)</p> <ul style="list-style-type: none">• <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</i>• <i>Describe and understand key aspects of physical geography including climate zones</i>
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Year 4	
Autumn 1 and 2 'Ancient Egypt'	The Water Cycle What is the water cycle? Where does rain come from? What happens after it rains? • <i>Describe and understand key aspects of physical geography including the water cycle</i>
	Rivers How are rivers formed? What are different features of a river? • <i>Describe and understand key aspects of physical geography including rivers.</i> What can you find out about the River Nile? • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i> Can you name, locate and describe five of the main rivers in the UK? • <i>Name and locate counties and cities in the United Kingdom, geographical regions and their identifying human 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.</i>
Spring 1 'The Rain Forest'	Rain Forests What is a Rain Forest? • <i>Describe and understand key aspects of physical geography, including biomes and vegetation belts</i> Where are the world's rain forests? • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> • <i>Locate the world's countries, using maps to focus on South America, concentrating on their environmental</i>

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	<i>regions, key physical and human characteristics, countries, and major cities.</i>
Spring 2 'Producers, predators and prey'	Brilliant Brazil and Magnificent Mountains How is Brazil different from the UK? <ul style="list-style-type: none"> • <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America</i> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> • <i>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> Where are the mountains in Brazil? (Study of Sugarloaf Mountain or Corcovado) <ul style="list-style-type: none"> • <i>Describe and understand key aspects of physical geography including mountains.</i>
Summer 1 'How did the Victorian period help to shape the Newcastle we know today?'	(History Topic)
Summer 2 'Why is	Field work - Local area What can you find out about our local area?

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Newcastle such a great place to live?	<ul style="list-style-type: none">• <i>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.</i> Map skills How do you read a map? Can you make a map? <ul style="list-style-type: none">• <i>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.</i>
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