



## Purpose of Study

### **Our school curriculum will ensure;**

At Ivanhoe Primary Academy, we believe that a rich geography curriculum is essential for our children, as geography plays a crucial part in helping children to understand their place in the world and how their actions can influence the human and physical environment. It should inspire a curiosity and a fascination for the world and its people that will stay with them throughout their lives.

Geography teaching needs to provide pupils with knowledge about the Human and Physical environment and the interactions between these. We will also equip children with the skills needed to gather and interpret information. Our geography curriculum will be provided through an enquiry approach giving children the ability to ask relevant questions. Geography is a multi-disciplined subject with strong roots in science and mathematics, children will collect data, analyse it and will be able to reach conclusions about their findings.

### **The national curriculum states that;**

A 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, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time



## Geography Programme of Study 2020

### Aims

#### **Our school geography curriculum will ensure;**

- Children are inquisitive geographers and ask questions about the world around them.
- Children are encouraged to develop a greater understanding and knowledge of the world, including physical and human features.
- That children understand the processes that have led to the development of human and physical features and how these are related.
- Children will gain an understanding of their role in the world and their responsibilities to look after the physical environment and care for those with whom they share our world – animals and fellow human beings.
- Children are confident in using geographical skills and can apply them in a variety of ways to research and come to conclusions about a geographical topic.

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

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- 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, numerical and quantitative skills and writing at length.

### Glossary

**See Separate Sheet**



**Programme of Study - Key Stage 1 and 2**

**KS1**

**Our school curriculum will ensure children are taught:**

Building on from EYFS Early Learning goal children will continue to gain a sense of their personal Geographies gaining knowledge about their school and their community, branching out from our local area they will learn about different land uses and geographical human and physical features and be able to draw comparisons to our local area. Children will begin to develop their map reading skills and be able to local countries and cities and to draw simple maps. They will develop fieldwork skills based on simple observations out in the field and be able to draw features that they see and create sketch maps.

Children will study an area of the UK and compare it to a similar area in a non-European country.

**The National Curriculum states pupils should be taught:**

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.

Locational 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:



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**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 [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3
- 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.

### Area of learning.

#### Year 1

**1. Locational Knowledge:** name the Countries making up the British Isles, their capital cities and their surrounding seas.

**2. 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 – New Zealand.

**3. Human and Physical Geography:**

#### Year 2

**1. Locational Knowledge:** name and locate the world's seven continents and five oceans.

**2. 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 – Africa

**3. Human and Physical Geography:**



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Understand UK weather patterns. What are the UK's weather patterns e.g. hot in the summer, cold in the winter?

Use geographical vocabulary to talk about key physical and human features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour, shop, roads, motorway, and railway..

Study Conisbrough and then compare it to a different type of settlement e.g. a city.

### **4. Geographical Skills and Fieldwork:**

**Maps and atlases:** use world maps atlases and globes to Identify the United Kingdom and its Countries.

**Aerial photographs:** Identify my school on an aerial photograph.

**Photographs** – Discuss photographs of physical features.

**Sketching.** - create plans and draw simple features in pupil's familiar environment. – including the labelling of features on sketch maps, maps and photographs.

Sketch a simple map of school and label it.

**FIELDWORK:** Use simple fieldwork and observational skills to study the geography of their school/ grounds and its physical features.

### **Gathering Information:**

- use basic observational skills.

Identify the location of cold and hot environments in relation to the North and South pole and the Equator.

Use geographical vocabulary to talk about key physical and human features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour, shop, roads, motorway, and railway..

Study an area on the coast and compare it to Conisbrough.

### **4. Geographical Skills and Fieldwork:**

**Maps and atlases:** use maps and atlases to Identify and locate the places that I am learning about during a topic.

**Aerial photographs:** use aerial photographs and plans to identify key geographical features.

**Photographs** – Identify and discuss photographs of physical features.

**Sketching.** I can create plans and draw simple features in pupil's environment. - Including labelling features on sketch maps, maps and photographs.

Sketch a simple map creating basic symbols and using them on a map and in a key.

**FIELDWORK:** Use simple fieldwork and observational skills to study the geography of their school/ grounds and its physical features.



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<ul style="list-style-type: none"> <li>• carry out a small survey of my school/ local area.</li> <li>• draw simple features.</li> </ul>	<p><b>Gathering Information:</b></p> <ul style="list-style-type: none"> <li>• use basic observational skills.</li> <li>• carry out a small survey of my school/ local area.</li> <li>• draw simple features.</li> <li>• ask and respond to basic geographical findings.</li> <li>• use pro- forma to collect data e.g. a tally.</li> </ul>
<p><b>Key Vocab – to be revisited each year to embed</b></p>	
<p><b>Year 1.</b> use geographical vocabulary to talk about key physical and human features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour, shop, roads, motorway, and railway.</p>	<p><b>Year 2.</b> use geographical vocabulary to talk about key physical and human features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop, roads, motorway, and railway.</p>
<p><b>Spiritual and Emotional Engagement</b></p>	
<p><b>As geographer’s children are able to observe the world around them building up a sense of their place in the world. Children are able to compare places globally, nationally and locally to Conisbrough and are able to talk about the similarities and differences. Children understand where food and other products come from and they understand different types of transport and land use. This knowledge helps children to understand about their own interactions within the environment and their impact on the world.</b></p> <p><b>Geographers at Ivanhoe are curious about their surroundings and can make observations and ask questions about our amazing world.</b></p> <p><b>Children are beginning to understand their role as custodians of our environment and know how they can look after the environment and the animals that we share our world with.</b></p>	
<p><b>KS2</b></p>	



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### Our school curriculum will ensure children are taught:

#### The national curriculum for Geography aims to ensure that all pupils:

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:

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



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- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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 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.

### Area of learning.

Year 3	Year 4	Year 5	Year 6
<p><b><u>1. Locational Knowledge:</u></b></p> <p>1. Locate and name the continents on a world map.</p> <p>2. Locate and name the countries that make up the British Isles and name their capital cities.</p> <p>3. Identify the longest rivers and highest mountains in the world, and the and compare these areas with examples in the UK.</p>	<p><b><u>1. Locational Knowledge:</u></b></p> <p>1. Locate the main countries of Europe including Russia. Identify the capital cities of Europe.</p> <p>2. Locate the main countries of North America. Locate and name principal cities.</p> <p>2. Identify the position of the Equator, Tropic of Cancer and Capricorn, North Pole and South Pole and be able to discuss their significance.</p>	<p><b><u>1. Locational Knowledge:</u></b></p> <p>1. Locate the main countries of South America. Locate and name principal cities.</p> <p>2. Compare two different regions in the UK urban/ rural.</p> <p>3. Locate and name the main counties and cities of England.</p> <p>4. Compare UK land use maps from the past with present day maps and discuss historical links. I can discuss how land use has changed over time and why?</p> <p>5. Identify the position and significance of latitude/longitude</p>	<p><b><u>1. Locational Knowledge:</u></b></p> <p>1. Locate the main countries in Africa, Asia, and Australasia/ Oceania on a world map. I can to identify their main environmental regions, key physical and human characteristics and major cities.</p> <p>3. Make links with local history, map how land use has changed in the local area over time.</p> <p>4. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>5. Understand how these features have changed over time.</p>





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<p><b><u>2. Place Knowledge:</u></b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and region within Asia.</p> <p>Compare a region of the UK with a region outside Europe.</p> <p><b><u>3. Human and Physical Geography:</u></b></p>	<p><b><u>2. Place Knowledge:</u></b></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 North America</p> <p>Understand similarities and difference between a region of the UK and a region in a European Country and a region in North or South America.</p> <p><b><u>3. Human and Physical Geography:</u></b></p>	<p>and the Greenwich Meridian. Linking to time zones and night and day.</p> <p><b><u>2. Place Knowledge:</u></b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America</p> <p>Compare a region in UK with a region in North or South America with significant Differences. I can discuss the similarities and differences between the two regions.</p> <p><b><u>3. Human and Physical Geography:</u></b></p>	<p><b><u>2. Place Knowledge:</u></b></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 non -European country.</p> <p>Understand the reasons behind the similarities and differences.</p> <p><b><u>3. Human and Physical Geography:</u></b></p> <p><b><u>Physical Geography.</u></b></p>
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<p><b><u>Physical Geography.</u></b></p> <p>Understand and describe key aspects climate zones, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Areas of Study: The Nile, The Himalayas.</p> <p><b><u>Human Geography.</u></b></p> <p>Understand and describe types of settlement and land use along the Nile and in the Himalayas.</p> <p>The distribution of water resources.</p> <p><b><u>Environmental Impact:</u></b></p> <p>Understand what flooding is and its impacts on the human and physical environment.</p> <p><b><u>4. Geographical Skills and Fieldwork:</u></b></p>	<p><b><u>Physical Geography.</u></b></p> <p>Understand and describe key aspects of biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>Areas of Study: North America, Pompeii</p> <p><b><u>Human Geography.</u></b></p> <p>Understand and describe types of settlement and land use and the distribution of natural resources including energy, food, minerals and water in North America.</p> <p><b><u>Environmental Impact:</u></b></p> <p>Understand what global warming is and how it affects the human and physical environment.</p> <p><b><u>4. Geographical Skills and Fieldwork:</u></b></p>	<p><b><u>Physical Geography.</u></b></p> <p>Understand and describe key aspects of physical geography: including: biomes and vegetation belts, rivers.</p> <p>Areas of Study: Amazon</p> <p><b><u>Human Geography.</u></b></p> <p>Understand and describe types of settlement and land use in the Amazon.</p> <p>Understand economic activity including trade links, and the distribution of natural resources including energy, food and minerals in the Amazon.</p> <p><b><u>Environmental impact:</u></b></p> <p>Understand what deforestation is, why it is happening in the Amazon rainforest and the impact that it is having locally and globally.</p> <p><b><u>4. Geographical Skills and Fieldwork:</u></b></p>	<p>Understand and describe key aspects of physical geography: including: biomes and vegetation belts, volcanoes (Islands)</p> <p>Areas of Study: Oceans and Islands.</p> <p><b><u>Human Geography.</u></b></p> <p>Understand and describe types of settlement and land use.</p> <p>Understand economic activity and trade links and the distribution of natural resources including energy of oceans and Islands.</p> <p><b><u>Environmental impact:</u></b></p> <p>Understand the impact of plastic pollution on the environment and how the UK's plastic use affects the environment on a global scale.</p> <p>Understand the carbon footprint and how it is affecting the human and physical environment locally and on a global scale.</p>
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<p><b><u>1. Map reading:</u></b></p> <ul style="list-style-type: none"> <li>• Able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Able to use symbols and a key when using a map.</li> <li>• Able to identify North South East and West on a compass</li> </ul> <p><b>Year 3 Fieldwork Study –</b></p>	<p><b><u>1. Map reading</u></b></p> <ul style="list-style-type: none"> <li>• Able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Able to use 4- figure grid references on an OS map.</li> <li>• Able to use symbols and a key when using a map.</li> <li>• Able to identify the 8 points of a compass, and apply them when using a map.</li> </ul> <p><b>Year 4. Fieldwork Study -</b></p>	<p><b><u>1. Map reading</u></b></p> <ul style="list-style-type: none"> <li>• Able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Able to use 6- figure grid references on an OS map.</li> <li>• use symbols and a key when using a map e.g. on an OS Map Ordnance Survey maps to build my knowledge of the United Kingdom.</li> <li>• Able to identify the 8 points of a compass, and apply them when using a map. –</li> </ul> <p>Orienteering - Outdoor Education.</p> <p><b>Year 5 Fieldwork Study –</b></p>	<p><b><u>4. Geographical Skills and Fieldwork:</u></b></p> <p><b><u>1. Map reading</u></b></p> <ul style="list-style-type: none"> <li>• Able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Able to use 6- figure grid references on an OS map.</li> <li>• use symbols and a key when using a map e.g. on an OS Map Ordnance Survey maps to build my knowledge of the United Kingdom and the wider world.</li> <li>• Able to identify the 8 points of a compass, and apply them when using a map.</li> </ul> <p>I am able to use these skills whilst undertaking a significant fieldwork project.</p> <p><b>Year 6 Fieldwork Study –</b></p> <p>Use fieldwork to observe, measure record and present the human and physical features in a local area using</p>
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<p>Use fieldwork to observe, measure record and present the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use fieldwork to observe, measure record and present the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Use fieldwork to observe, measure record and present the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
<p><b>Spiritual and Emotional Engagement</b></p>			
<p>As a geographer pupils are knowledgeable about the world and skilled at making observations about their surroundings and able to make comparisons between the local area, the United Kingdom and on a global scale.</p> <p>Our pupils are curious geographers who are able to ask questions about the world around them and question the impact of my their own and other people’s interactions on the environment.</p> <p>They are skilled at using field work and geographical skills and are able to apply their knowledge and skills to carry out investigations into the human and physical world and able to draw their own conclusions.</p> <p>They will leave Ivanhoe Primary Academy aware of key environmental issues on a local, national and international level and I understand the link between human activity and environmental issues.</p>			