

Geography Overview

Intent

“The study of geography is about more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” Barak Obama

At St Paul’s our Geography curriculum has been designed with the aim of **inspiring** in pupils a **curiosity, fascination, awe** and **wonder** about the world and the people that live in it, that will remain with them for the rest of their lives. We recognise the importance of raising children as responsible, curious thinkers who are able to process new information, reflect on it, think critically, and apply knowledge and skills to overcome challenges in our ever-changing world. Understanding both human and physical geography will enable our children to have a better understanding of themselves and the wider society they live in as they grow up to be caring, responsible adults who can influence the future of our planet.

Implementation

Geography is taught, along with the other foundation subjects, which allows the children to learn about a specific area in some depth. We aim to teach geography in a **planned, coherent** way which is **sequenced logically**, ensuring that children learn and remember a rich body of geographical knowledge and **acquire progressive geographical skills**. We provide a range of motivating experiences to engage our learners, including **using hands on experiences and fieldwork**: including visiting experts; orienteering in PE; outdoor learning in the school’s grounds; external fieldwork trips; workshops and residential.

In Key Stage 1, the children learn about local and national geography, acquiring basic map reading skills, learning what a city is, weather monitoring and exploring their local environment. In Key Stage 2, we expand to international geography and delve deeper into human and physical geography. Children will learn about geographical processes such as how mountains are formed, the journey of a

river, the water cycle, erosion and deforestation. During residential, our learners have the opportunity to apply the knowledge and skills they have embedded during their primary school years. In geography, as in other subjects, pupils have wide opportunities to **apply** and **practice** their reading and writing **skills**.

Impact

By the end of their primary education at St Paul's, our learners will have gained a rich body of geographical knowledge and a wide range of **transferable skills**, which they can **apply to other subjects and contexts**. We aspire for children to leave St Paul's being able to debate and discuss geographical issues and to be able to reflect and form their own opinions on matters such as climate change and natural disasters. We measure our impact based on pupils' **confidence** to **ask and explore questions** to further their own geographical knowledge and understanding. They will be **inquisitive** young learners and citizens who choose to understand global environmental issues and seek to make a personal difference in protecting and shaping the world we share. In this way, we prepare our learners fully for their next steps in their learning journey.

Curriculum Overview

Reception	Autumn		Spring		Summer	
<p>Birth to Five Understanding the World</p> <p>People and communities</p>	<p>In my house lives... Exploring the school</p> <p>People and communities Range 6</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<p>Autumn- looks closely at signs of season change. Christmas traditions around the world</p> <p>People and communities Range 6</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions <p>Statutory ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on 	<p>Winter - looks closely at signs of season change. Comments on natural world</p> <p>The World Range 6</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another <p>Statutory ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing 	<p>Spring - looks closely at signs of season change.</p> <p>The World Range 6</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Makes observations of animals and plants and explains why some things occur, and talks about changes <p>Statutory ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; 	<p>Shows interest in occupations in different places.</p> <p>People and communities Statutory ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; 	<p>Summer - looks closely at signs of season change. Talking about the past – what people used to wear at the beach. Comparing what you find at the seaside/countryside.</p> <p>People and communities Statutory ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; <p>The World Range 6</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places, objects, materials and living things • Makes observations of animals and plants and

		<p>their experiences and what has been read in class;</p> <p>The World Range 6</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another <p>Statutory ELG: The Natural World Children at the expected level of development will: -</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, 	<p>on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		<p>explains why some things occur, and talks about changes</p> <p>Statutory ELG: The Natural World Children at the expected level of development will: -</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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		including the seasons and changing states of matter.				
Continuous provision	Within the classroom there are globes and world maps for the children to look at. There is also a display about the seasons which is changed with the children. During topic based activities such as the 'On the farm' there are displays and interactive investigation areas including books and artefacts.					
Year 1		Seasons, weather, exploring around the school. Contrasting weather. Hot and cold places	Simple map skills around our school Mapping the school and grounds	Comparing life in Africa - finding on a map - animals that live in Africa - geographical differences	Looking at the British Isles Naming individual countries Begin to identify seas around us Naming capitals of each country	
Locational Knowledge	Name and locate the world's seven continents					
Place Knowledge	Observe and describe human and physical geography of a small area of the United Kingdom.					
Human and Physical Geography	Identify seasonal and daily weather patterns in the UK 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 physical features of their school and its grounds and of the surrounding environment.					
Geographical skills and fieldwork	Use maps, atlases and globes to identify the continents and oceans studied at this key stage. Use locational and directional language (eg near and far, left and right), Describe the location of features and routes on maps.					
Year 2	Mapping skills • Looking at different types of maps • Understanding difference between physical and human features • Countries of the British Isles. • Comparing Dorking to a Scottish Island.			Comparing London and Dorking, differences between towns and cities, landmarks. Exploring Dorking		Australia Comparing places, lifestyle, culture, physical environments. Looking at small areas - Daintree Forest / Uluni
Locational Knowledge	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas . (Autumn 1) Name and locate the world's seven continents and five oceans. (Summer 2)					
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a the United Kingdom, and of a non- European country. (summer 2)					
Human and Physical Geography	Use basic Geographical vocabulary to refer to key physical features and human features. (Autumn 1,Summer 2)					

Geographical skills and fieldwork	Use maps, atlases and globes to identify the continents and oceans studied at this key stage. Use simple compass directions (North, East, South, West) to describe the location of features and routes on a map. (Autumn 1)					
Year 3	Looking at atlases Countries of the UK Where our food comes from and food miles Fairtrade	Our town, past, present and future UK. Counties, cities, geographical regions, characteristics, topographical features, and use & changes over time. Map work. UK Grid references 4 figure	Our town, past, present and future UK. Counties, cities, geographical regions, characteristics, topographical features, and use & changes over time. Map work. UK Grid references 4 figure		Human and Physical features - physical and human land use.	Wales 8 points of compass
Locational Knowledge	Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.					
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. (Wales)					
Human and Physical Geography	Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. (Wales) 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. (Wales) Use the eight points of a compass, four and six-figure grid references to build their knowledge of the UK and wider world.(Summer 2)					
Year 4	Locating Egypt on a map - using vocabulary such as country, continent, river etc. · The River Nile · How has Egypt changed over time?	Cruise down the Nile Egypt Study · Settlements · Rivers · Weather and Climate	Mapping the UK—key cities and the names of surrounding seas · Mapping the main countries in western Europe (and some of the main capital cities) · Where Italy is—bordering countries · How to get to Italy from the UK · Regions of Italy · Physical and human features of Italy			Volcanoes and earthquakes

			Where in the world is Italy? How do you use a compass? Where in the world is Italy? What is the climate like in Italy? What are the similarities and differences between Italy and Dorking?		
Locational Knowledge	Locate the world's countries, using maps to focus on Europe (including the location of Russia) Identify the position and significance of Equator, N. and S. Hemisphere. Tropics of Cancer and Capricorn.				
Place Knowledge	Understand geographical similarities and differences through studying the human and physical geography of a region in the UK (southern England) and region in a European country (northern Italy).				
Human and Physical Geography	Describe and understand key aspects of: Physical Geography including volcanoes, earthquakes and the water cycle. Describe and understand land use and settlement – <i>why live near a volcano?</i>				
Geographical skills and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Italy) Learn the eight points of a compass , and four-figure grid references. (Summer 2)				
Year 5	Mega Maps Where in the world? Where are the countries in Europe? What is importance geographical coordinate systems? How are physical areas different to political areas? What are longitude and latitude? Why are there different time-zones around the globe?	Mammoth Mountains What are conditions like on Mount Everest? What is a mountain? How are mountains formed? What is it like in the mountains? Investigating climate Why do people visit mountains?		<i>Mapping skills in connection with where the Saxons came from and where they settled. Studying the origins of Anglo Saxon place names – link to History. What settlements need for people to survive.</i>	Raging Rivers Understand that the features of a river and the surrounding landscape change from source to mouth Why and how rivers overflow Mapping the Thames. Investigating the features of the river and surrounding landscape Significant waterfalls across the world and the UK and how they are

				formed and their key characteristics.		
Locational Knowledge	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.					
Place Knowledge						
Human and Physical Geography	Describe and understand key aspects of: Physical Geography including mountains, coasts and rivers. Understand types of settlements in Viking, Saxon Britain linked to History – what are the similarities and differences between Viking and Anglo Saxon settlements					
Geographical skills and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. <i>Follow up to Rivers Study</i>					
Year 6			<p>North America Study Identify the countries in North America, investigate and compare climates in North America, explore the geographical features of North America, explore the capital cities of North America, explore the various time zones of North America and how these compare to other time zones around the world, compare a region in the UK with a region in North America, research the human and physical geography of a particular North American country</p>	<p>South America Study Compare South America to North America. Identify trade and economic relationships between South and North America. Explore Biomes through this study with in-depth study of Amazon</p>	<p>Are we damaging our world? Exploring global warming and climate change and the impact on biomes.</p>	
Locational Knowledge	Locate the main countries in Europe and North or South America. Locate and name the cities.					
Place Knowledge	Compare a region in the UK with a region in N. and S. America with a significant differences and similarities.					

Human and Physical Geography	Describe, understand and explain key aspects of: Physical Geography including climate zones, biomes and vegetation belts.
Geographical skills and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Learn the eight points of a compass , and six-figure grid references.