



Geography programmes of study: KS 1 and 2

What do we aim to achieve? (Our intent)

Through our Geography curriculum pupils will learn about the World, **finding out about diverse places, people, resources and environments**. Over time they will deepen their understanding of the impact of physical and human processes on the Earth, and its changing landscapes and environments.

They will be able to

- identify natural and man-made features and physical and human processes,
- name the continents and seas of the world, including locating some of the World's countries, and counties/cities of the UK
- describe the seasons and weather patterns
- describe how to look after the Earth

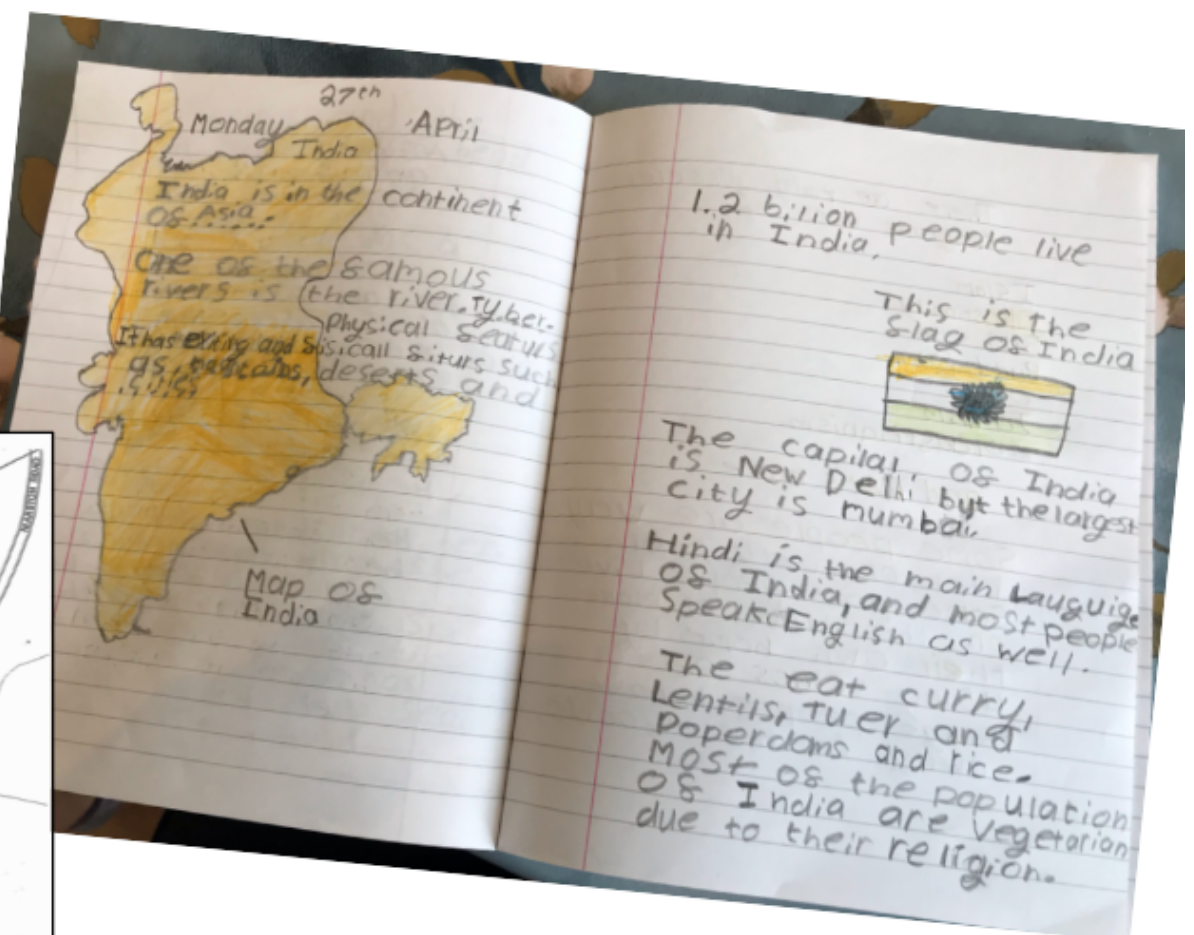
How do we do it? (Our implementation)

The children will develop these skills over our 2 year rolling programme. They will use maps, pictures, artefacts, weather forecasts and instruments. They will learn how to observe and record what they see, use simple maps and read compass points, ask questions and use specific vocabulary, discuss the impact of humans on the environment.

What happens as a result of this learning? (Our impact)

The impact of our programme of study is that through learning about the Earth's features, its people and the formation and use of its environments, our pupils become **responsible global citizens** and learn about caring for our World.

Examples of work completed within school, and completed at home during the 2020 school closure through Google Classroom teaching activities.



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| YEAR A | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--|--|---|---|---|
| Theme | All About Me | Winter Wonderland | Superheroes | Minibeasts | Around the World in 30 Days | On the Farm |
| EYFS | Daily weather update. Autumn walk - seasonal changes to weather/environment Where we live/our school - comment on human and physical features. Houses and homes (villages & towns). | Daily weather update. Exploring the Polar Regions - discuss physical features: iceberg, thick ice, mountain, wind). Compared to our environment. Locating Polar Regions on a world globe. | Daily weather update. Winter walk - seasonal changes to weather/environment. How can we help save our planet? Discussion about how our actions can affect the environment (plastic waste in the sea). | Daily weather update. Spring walk - seasonal changes to weather/environment. Minibeast hunt - talk about what they observed (animals, natural & found objects). | Daily weather update. Learn about weather/environment/animals/food in different countries (Brazil, Italy, India, England, Poland, Kenya). Locate on the world globe. Compare focus countries to where we live. | Daily weather update. Summer walk - seasonal changes to weather/environment. Features of a farm. Compare different farms. How food is transported across the world. |

What does each lesson cover and how does it link together over time?

INTENT: NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-4):

- G1: develop contextual knowledge of the location of globally significant places (land and sea). Define physical and human characteristics and how these provide a context for understanding the actions of processes
- G2: Understand the processes that give rise to key physical and human geographical features of the world, how they are interdependent and bring spatial variation and change over time.
- G3: Are competent in the geographical skills needed to :
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork;
 - interpret a range of sources of information e.g. maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways including maps, numerical and quantitative skills and writing at length.

| Theme | TOYS | HOUSES AND HOMES | TRAVEL THE WORLD |
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| KS1 (Yr 1 & 2) | What’s the weather like? Daily weather patterns How weather may be different in coastal and inland locations. Develop weather related vocabulary. Recognise the difference between weather and climate. Keep a weather diary. Seasonal changes in UK. compared to other regions Locate hot & cold areas of the world. equator & polar regions, seasonal changes | Local area: Lidlington Basic geographic vocab refers to local and familiar features. Simple fieldwork & observation study of local environment Human/physical features. Recognising facilities within the village and those we travel to access. Use of aerial photographs to identify physical and human features. Comparing old maps with modern to recognise development within village following the railway. | Let’s go Safari: Kenya Locate Africa, name continents, locate Kenya. Explore climate and weather of Kenya. Look at animal wildlife linked to landscape. Explore use of compass directions to navigate maps. Explore physical features of Kenya using related vocabulary-mountain, valley, lpaine, volcano. Explore Kenyan people and culture, Maasai tribe,its villages and lifestyle compared those who live in towns and cities, and to UK. |
| Theme | ROTTEN ROMANS | AMAZING ANGLO-SAXONS | INCREDIBLE INDIA |
| LKS2 (Yr 3 & 4) | Italy: location and place knowledge Locate Italy, its regions,islands and seas. Capital city and other major cities. Use physical map to locate mountains and major rivers. Volcanoes, earthquakes and other natural disasters Human features major landmarks and cities of culture. What we mean by Italian culture compared to UK. Explain by comparing and contrasting. Use experience of children who may have visited. | Europe: human & physical features, climate Features of Britain, human and physical features which made the country attractive for invasions. Explore physical features of landscape that led to the creation of settlements. Location of the UK and its European neighbours. Compare European countries, flags, currency, population. Key physical features of landscape and climate of European countries, mountain ranges, rivers, oceans and seas. Record on maps and written explanation. | India: atlas/maps and compass points Use of atlas/maps. Population, climate, other data 8 points of compass, symbols & keys. Physical features mountains-their formation Major rivers and peoples use of them Compare and contrast village/city life within India & with UK Use fieldwork to observe, measure and record aspects of local village life. Explore the culture of India and its links to the rest of the world |

How does all this build on their learning from the Early Years?

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| Foundation Stage Profile | Understanding the World | People, Culture and Communities | Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction text and (when appropriate) maps. |
| | | The Natural World | 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. |

| YEAR B | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|---|--|---|--|--|
| Theme | All About Me | Fabulous Festivals | Dinosaurs | Traditional Tales | Transport | Pirates/ Under the Sea |
| EYFS | Daily weather update. Autumn walk - seasonal changes to weather/environment. Where we live/our school - comment on human and physical features. Houses and homes (villages & towns). | Daily weather update. Festivals celebrated within different countries/cultures. Light and dark Day and night. Weather and seasons in other countries. Locate countries on the world globe. | Daily weather update. Winter walk - seasonal changes to weather/environment. Prehistoric environments - key features. How can we help save our planet? Discussion about how our actions can affect the environment (plastic waste in the sea). | Daily weather update. Spring walk - seasonal changes to weather/environment. Physical and human features within an environment (bridges, rivers, houses, field, stream, bakery) | Daily weather update. Transport used to travel around the country/world (water, land and air). Explore maps and how they help us travel. Create a map of the classroom. | Daily weather update. Summer walk - seasonal changes to weather/environment. Locate oceans on the world globe. Personal experiences of the seaside - what did you see? Importance of maps for pirates. |

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- collect, analyse and communicate with a range of data gathered through experiences of fieldwork;
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| Theme | FAMOUS PEOPLE WHO CHANGED OUR LIVES | LONDON | EXPLORE THE WORLD |
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| KS1 (Yr 1 & 2) | Complete map makers Use compass points to navigate maps. Use directional language. Use aerial photos and produce plan perspectives of their classroom and school site. Understand the use of Keys to interpret maps. Design maps and use symbols and key. Identify key landmarks and features. | City of London Locate London using uk map, atlas Identify London landmarks using aerial views. Use compass points and directional language to navigate between landmarks. Recognise and describe key physical features, rivers, lakes, hills etc. Make comparisons between city and village life. Link this to own experience of visiting London or other cities. | Continents and Oceans - Australia / UK Locate the world's continents. Identify the territories of Australia, using compass points to identify positions. Explore Australia's climate and weather and the physical and human features related to this. Desert, bush, use of beaches, population centres. To explore Australia's unique habitats and the animals that live there. To investigate peoples lifestyles and compare to UK |
| Theme | TOMB RAIDERS | DISAPPEARING RAINFORESTS | WE’LL MEET AGAIN - WW2 |
| LKS2 (Yr 3 & 4) | The River Nile Identify and locate the river Nile and surrounding countries using maps and compass/grid references. Key facts - longest river, countries it flows through, source. Explore the Aswan dam and its positive and negative aspects for people’s lives, and impact on land use. Explore the Nile delta, source and tributaries Compare population and size; compare modern use of the river with ancient Egypt. Describe features studied. | Rainforests Use of maps to locate world’s countries – specifically North and South America. locate position of rainforest using longitude and latitude. Understand definition and characteristics of rainforest incl. layers of vegetation. Investigate climate, using charts and graphs of tropical rainforests. Discover the indiginous tribes and how they are under threat, comparing their lives to modern society. Explore the ways that rainforests are under threat and what we can do to preserve them. | Locational knowledge: UK and Europe Using maps and globes, locate UK cities and and European countries (incl Russia) and oceans. Compare to a map of 1940’s world, what differences can they detect. Identify key physical features, e.g. tallest mountain ranges, rivers, and the countries they are found in. Locate capital cities and compare human data, population etc. Children investigate similarities and differences between two countries. Use own experience of holidays abroad. |

What do they go on to learn about in Year 5 and 6?

Year 5:
Our place (Continents, oceans and European countries); **Tropical rainforests** (S. America); **Rivers** (Name and locate key topological features)

Year 6:
Mountains (human & physical geography); **Why do people live in cities?** (UK; land use patterns and changes over time); **South America** (environmental regions, key physical and human characteristics and major cities)

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| <p><i>How does it all link with the National Curriculum?</i></p> <p>Key Stage 1: Subject content</p> <p>Locational knowledge</p> <ul style="list-style-type: none">- 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 <p>Place knowledge</p> <ul style="list-style-type: none">- 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 <p>Human and physical geography</p> <ul style="list-style-type: none">- 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, the North and South Poles- use basic geographical vocabulary to refer to: <u>key physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<u>key human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">-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- 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 & observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | <p>Key Stage 2: Subject content</p> <p>Locational knowledge</p> <ul style="list-style-type: none">- 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) <p>Place knowledge</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 United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none">- describe and understand key aspects of: <u>physical geography</u>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<u>human geography</u>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">-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, 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. |
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