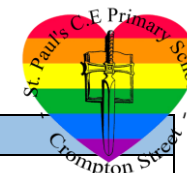


St. Paul's Long-Term Planning



Geography - National Curriculum Overview

EYFS – Pupils are guided to make sense of their physical world and their community.

KS1 - Pupils develop knowledge about the world, the United Kingdom and their locality. They 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.

KS2 - Pupils 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 develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

EYFS Understanding the World	KS1 Geography	KS2 Geography
ELG: The natural world	Human and Physical Geography	Human and Physical Geography
ELG: People, Culture and Communities	Human and Physical Geography Geographical skills and fieldwork Locational Knowledge Place Knowledge	Human and Physical Geography Geographical skills and fieldwork Locational Knowledge Place Knowledge

Ambitious – introduce Rec ELG in Nursery, KS2 place knowledge in Year 2 both in the summer terms

Green objectives are newly introduced, Black are being mastered

INTENT: 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.

St. Paul's Geography curriculum supports our Whole School Golden Threads: Reading, Emotional Well-being and Caring for all Creation. Carefully selected texts are shared during Geography lessons to support the learning of reading. Through fieldwork, trips and visits, children are encouraged to connect with their environment and appreciate and understand the world around them. Children will understand the physical and mental benefits of spending time outdoors.

Across our curriculum, children develop the habits of thinking geographically through studying the key concepts of place, space and scale; physical and human processes; environmental impact; sustainable development and cultural diversity and awareness.

From the Early Years Foundation Stage, pupils are equipped with a secure understanding of place, space and scale through exploring the natural world around them. Maps are used to develop children's special thinking and increase their understanding of how places are connected. Children begin to acquire a wide range of vocabulary and develop a sense of place. There is a strong focus on cultural diversity where different examples are explored so that we can avoid telling a 'single story' or stereotype a place and give a fuller picture of the world and its people.

As pupils progress, their growing knowledge of the world should help them to deepen their understanding of the interaction between physical and human processes including humans' impact on the environment. Through fieldwork outside of the classroom, children are immersed in this concept of their learning.

Geographical knowledge provides the tools and approaches that explain how the Earth has changed over time and how it will continue to develop for future generations.

KEY THEMES/CONCEPTS: Place, space and scale; physical and human processes; environmental impact; sustainable development; cultural diversity and awareness

	Autumn	Spring	Summer
Nursery	Mathematics	Understanding the world	Exploring the World: What colours will we see around the world?

	<ul style="list-style-type: none"> Understand position through words alone. For example, “The bag is under the table,” – with no pointing Describe a familiar route Discuss routes and locations, using words like ‘in front of’ and ‘behind’ 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in the world and talk about the differences they have experienced or seen in photos 	<p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
Reception	<p>Seasonal change: Winter</p> <p>ELG: The natural world</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 	<p>People Who Help Us: Thank You All!</p> <p>ELG: Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps 	<p>The World Around Us: Our beautiful world</p> <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps <p>ELG: The natural world</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
Year 1	<p>Weather and Seasons: Could you be the next weather presenter?</p> <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 and the North and South Poles <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Begin to use world maps to identify the United Kingdom and other countries and continents around the world <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the seven continents and five oceans 		<p>Continents and Oceans: Where in the world is Sunny the meerkat?</p> <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 to recognise landmarks and basic human and physical features
Year 2	<p>Local Area: What would the Lonely Beast find exciting about our local area?</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 	<p>Seaside: Why do we like to be beside the seaside?</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -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 	<p>Comparing Places: Where would you prefer to live: England or Kenya?</p> <p>Locational Knowledge</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 <p>Place Knowledge</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 <p>Locational Knowledge</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas 	<p>Geographical skills and fieldwork</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 	<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 (KS2) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Devise a simple map and use and construct basic symbols in a key
Year 3	<p>Volcanoes and Earthquakes: What makes the Earth angry?</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 <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> - 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 	<p>Comparing Places: Why do so many people choose the Mediterranean for their holidays?</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 <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"> 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 	
Year 4	<p>Europe: What would we find if we explored Eastern Europe?</p>		<p>Settlements: What would my ideal settlement look like?</p> <p>Human and Physical Geography</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 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>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <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 		<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> - 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 <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.
<p>Year 5</p>		<p>United Kingdom: What is it like in Yorkshire?</p> <p>Locational 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; and understand how some of these aspects have changed over time 	<p>South America: How is South America different from where we live?</p> <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>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 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>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> - 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
Year 6	<p>Map skills: Where do maps take us?</p> <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 <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>Locational 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; and understand how some of these aspects have changed over time 		<p>Rivers: Why are rivers important?</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> - 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 <p>Locational 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; and understand how some of these aspects have changed over time