



Stoke Row Church of England Primary School

Curriculum Statement for Geography

Level Expected at the End of EYFS

The main Early Years Outcomes covered are:

- 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.
- 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, nonfiction texts and (when appropriate) maps.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
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: • Locational knowledge • Place knowledge • Human and physical geography • Geographical skills and field work	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 • Place knowledge • Human and physical geography • Geographical skills and field work

Intent

At Stoke Row School we aim to inspire in pupils a life-long curiosity and fascination about the world in which they live, as well as an excellent knowledge of where places are and their unique features. At Stoke Row we understand the importance of shining a light on different places and cultures both in the UK and globally. To study geography is to become a global citizen; one who is excited by the complexity and variety of our world. We will address real life issues that are topical and of vital importance, such as climate change. We will enable pupils to become more socially and environmentally sensitive, with an ability to express well balanced opinions based on good knowledge and this will ensure their **Bright Futures**.

The geography curriculum at Stoke Row School is ambitious and intends to offer a coherently planned sequence of lessons and topics to ensure progression of skills and concepts required in the national curriculum. In key stage 1 the coverage of topics such as our local environment will begin to develop the children's knowledge of the world and their immediate locality. The intent in key stage 1 is to introduce the children to field work, maps and develop their observational skills as well as a lifelong interest in the world in which they live. Topics are chosen and planned carefully to further develop the children's geographical skills as well as their knowledge of landscapes, geographical features, continents and oceans.

The intent in key stage 2 is that children will continue to develop their love for geography as well as deepening their knowledge of their locality and begin to contrast it with other parts of the country and the world. In line with our vision, our intent is for our children to be shining stars in the world and make a positive impact on the world in which they live.

Implementation

Our geography curriculum is established in line with national expectations and provides a rich variety of exciting topics that enable the children to develop the key geographical skills that they require as well as a greater understanding of the world around them. High quality teaching and the use of a wide range of resources also ensures we are building on the child's previous understanding and knowledge as they progress through school. Maps are displayed both inside and outside the classroom enabling opportunities for outdoor learning and geographical vocabulary is included on displays. There are also opportunities for children to go on field trips, where they participate in a range of activities and develop their skills of map reading and an appreciation of their environment, both human and physical.

Impact

The impact of our provision will be seen around the school and local community; from the enjoyment of the children in the lessons and their passion to make a positive difference to their environment and the wider world. We strive to ensure that the children will meet age-related expectations in Geography and develop an enjoyment of learning that supports their **Bright Futures**.

Geography element	Development of skills across the school (End Points for each Geography element in each classroom).			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Locational knowledge	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents. KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children can: • 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	Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can: • develop contextual knowledge of the location of globally significant places – both terrestrial and marine. • develop their understanding, recognising and identifying key physical and human	Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK. KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key

Geography element	Development of skills across the school (End Points for each Geography element in each classroom).			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
		surrounding seas	geographical features. - locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; - name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; - 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	physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can: - use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map

Geography element	Development of skills across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Place Knowledge	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people. KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children can: - compare the UK with a contrasting country in the world; - compare a local city/town in the UK with a contrasting city/town in a different country	Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. KS2 Geography National Curriculum Children can 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. Children can: - understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; - explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; - understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; - explore similarities and differences comparing the physical geography of a region of the UK and a region of	Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions. KS2 Geography National Curriculum Children can 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. Children can: - understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; - understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of

			South America	Eastern Europe and South America
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Geography element	Development of skills across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Human and physical geography	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.	Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. KS1 Geography National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Children can: - 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 - use basic geographical vocabulary to refer to key	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. KS2 Geography National Curriculum Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can: describe and understand key aspects of: physical geography, including:	Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. KS2 Geography National Curriculum Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children can: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts,

		human features including: city, town, village, factory, farm, house, office, port, harbor and shop.	climate zones, biomes, volcanoes, tornadoes, rivers, tsunamis, earthquakes and the water cycle; human geography, including: types of settlement and land use	rivers, mountains 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
Geography element	Development of skills across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Geographical skills and framework	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. KS1 Geography National Curriculum Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Children can: - use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; - use simple compass directions and locational and directional to describe the location of features and routes on a map; - devise a simple map; and use	Children begin to develop their map skills. They will be able to identify features on a map using symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. KS2 Geography National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; - use symbols and keys (including	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns. KS2 Geography National Curriculum Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children can: - use maps, atlases, globes and digital/computer mapping to locate countries and describe features; - use the eight points of a compass,

		and construct basic symbols in a key; • use aerial photographs and plan perspectives to recognize 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 the surrounding area, including key human and physical features, using a range of methods	the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; • use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies	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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies
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