

# Geography

- National Curriculum
- Projects and Beacons



**“Learn. Believe. Achieve.”**

*Resilient, Persistent, Self-Motivated, Creative*

*Risk Takers, Good Citizens, Entrepreneurial*

KS1 National Curriculum	KS2 National Curriculum
<p><i>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.</i></p> <p><b>Locational knowledge</b> ♣ 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> <p><b>Place knowledge</b> ♣ 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> <p><b>Human and physical geography</b> ♣ 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 ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical skills and fieldwork</b> ♣ 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 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>	<p><i>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.</i></p> <p><b>Locational knowledge</b> ♣ 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> <p><b>Place knowledge</b> ♣ 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> <p><b>Human and physical geography</b> ♣ 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</p> <p><b>Geographical skills and fieldwork</b> ♣ 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>

## Geography Curriculum Statement of Intent:

We aim to fill our children with curiosity and fascination about the world and its people; geography is brought to life through engaging projects that take our children outside the four walls of the classroom and out into the wider world. Children are inspired and motivated by real-life careers and aspirational people from the world of geography. We strive for our children learn about their own environment through meaningful field-work and to gain a deep understanding about their own place in the world and the role they play in shaping the future.

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EFYS	<b>The World</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants, and explain why some things occur and talk about changes.			<b>Aspirational Figures</b>  Our children: - are inspired through vocational projects drawn from aspirational geographical careers - explore geography through real-life aspirational and influential figures wherever possible
	<b>Map Drawing Project</b> Give pupils the opportunity to <b>construct maps using symbols</b> Eg) Become pirates and create/explore a range of treasure maps	<b>UK Project</b> Give pupils the opportunity to <b>explore the UK, including its weather</b> Eg) Become weather reporters/farmers/travel agents/explorers/train drivers etc	<b>My School Project</b> Give pupils the opportunity to <b>conduct a field study of the school grounds</b> Eg) Become a tour guide for school/design a new school play area	
Year 2	<b>Geocaching Project</b> Give pupils the opportunity to <b>explore maps and directions</b> Eg) Use talking postcards and simple maps to create a treasure trail on the school grounds	<b>World Project</b> Give pupils the opportunity to <b>compare and contrast a small area of the UK with a non-European country</b> eg) Create a link with a school in another country/email project linked to computing	<b>Our Planet Project</b> Give pupils the opportunity to <b>explore the world's continents and oceans, including hot and cold areas</b> Eg) Become deep sea divers/explorers/travel agents	<b>Fieldwork</b>  Our children: - learn outdoors at every opportunity - engage with their local environment at every opportunity - develop geographical skills through practical investigations at every opportunity
Year 3	<b>Woodland Project</b> Give pupils the opportunity to <b>conduct a field study of the woodland area on the school grounds</b> Eg) Become environmentalists/bug hotel designers etc	<b>Natural Disasters Project</b> Give pupils the opportunity to <b>describe and understand key aspects of volcanoes and earthquakes</b> Eg) Become aid workers/emergency planners/journalists etc	<b>Re-Imagining Stevenage Project</b> Give pupils the opportunity to <b>explore types of settlement and land use by designing a new and improved area of Stevenage</b> Eg) Create maps with more parkland/build 3D models of the town centre etc	
Year 4	<b>Mapwork Project</b> Give pupils the opportunity to <b>construct and explore maps, including keys, grid references and compass directions</b> Eg) Create treasure trails around the school grounds/create a GoogleEarth portfolio/become cartographers or explorers/become landscapers	<b>Rivers Project</b> Give pupils the opportunity to <b>describe and understand key aspects of the Water Cycle and Rivers</b> Eg) Become conservationists/pond designers etc	<b>UK Project</b> Give pupils the opportunity to <b>explore the UK, focusing on key human and physical characteristics</b> Eg) Become holiday planners/write a Lonely Planet guide/develop tourism video etc	
Year 5	<b>Town Planner Project</b> Give pupils the opportunity to <b>conduct a field study of the local area focusing on key human and physical characteristics</b> Eg) Redesign Shephall/Fairlands based on collected data	<b>Mountain Project</b> Give pupils the opportunity to <b>compare mountains in the UK, Europe and North or South America</b> Eg) Become mountaineers/mountain rescue teams/make a picture book about mountains around the world	<b>Biome and Climate Zones Project</b> Give pupils the opportunity to <b>explore Biomes, Vegetation Belts and Climate Zones</b> Eg) Become settlers on a planet/design an Eden Project/Design clothing/shelter/vehicles to survive different climates	
Year 6	<b>Cartographer Project</b> Give pupils the opportunity to <b>construct and explore maps, including keys, grid references, compass directions and scale</b> Eg) Create a walkers guide to the area/set up a detailed scavenger hunt/create a geocache treasure map/Design an online SatNav	<b>Europe Project</b> Give pupils the opportunity to <b>concentrate on environmental regions, key physical and human characteristics, countries, and major cities</b> Eg) Become travel writers and document your journey across Europe/create a YouTube Travel Guide etc	<b>Trade Project</b> Give pupils the opportunity to <b>explore economic activity, trade links and the distribution of natural resources including energy, food, minerals and water</b> Eg) Become Chocolate Fair Traders and create a business portfolio/Design Stevenage Monopoly	

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	Key Skills and Knowledge		
	Beacon 1	Beacon 2	Beacon 3
Knowledge	<ul style="list-style-type: none"> <li>• Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• Name and locate the world's seven continents and five oceans</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom on maps, globes and atlases</li> <li>• Use the eight points of a compass</li> <li>• Use four figure grid references</li> <li>• Identify key symbols from Ordnance Survey Maps</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate countries and cities of the world on maps, globes and atlases</li> <li>• Name and locate countries and cities of Europe on maps, globes and atlases</li> <li>• Use six-figure grid references</li> </ul>
	Understand the following key vocabulary:	Understand the following key vocabulary:	Understand the following key vocabulary:
	<p><b>Physical Features</b> including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> <li>• Equator</li> <li>• North Pole</li> <li>• South Pole</li> <li>• Country</li> </ul> <p><b>Human Features</b> including city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> <li>• Capital</li> <li>• Continent</li> <li>• Ocean</li> </ul> <p>North, South, East and West and locational and directional language</p>	<p><b>Physical Features</b></p> <ul style="list-style-type: none"> <li>• Physical Features</li> <li>• Human Features</li> <li>• latitude</li> <li>• longitude</li> <li>• Equator</li> <li>• <b>Topographical features</b> including hills, mountains, coasts and rivers</li> </ul> <p><b>Northern Hemisphere</b></p> <ul style="list-style-type: none"> <li>• Northern Hemisphere</li> <li>• Southern Hemisphere</li> <li>• Tropics of Cancer and Capricorn</li> <li>• Arctic and Antarctic Circle</li> </ul>	<ul style="list-style-type: none"> <li>• the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• scale</li> <li>• natural resources</li> <li>• economic activity</li> <li>• trade links</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and aerial photographs</li> <li>• Use simple compass directions (NSEW)</li> <li>• Construct simple maps using aerial perspective and simple symbols in a key</li> <li>• Identify key human and physical features of an environment</li> <li>• Use simple fieldwork and observational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a wide range of maps, atlases, globes, aerial photographs and digital/computer mapping</li> <li>• Construct maps using keys that include human and physical features</li> <li>• Describe the human and physical features of environments</li> <li>• Observe, measure, record and present the human and physical features in the local area using sketch maps, plans, graphs and digital technology</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of grid references, key symbols and compass directions to use maps, atlases, globes, aerial photographs and digital/computer mapping,</li> <li>• Construct maps using keys that include human and physical features and show awareness of scale</li> <li>• Describe similarities and differences of key human and physical features of environments, including changes over time</li> <li>• Choose appropriate methods to observe, measure, record and present the human and physical features in the local area, including using sketch maps, plans, graphs and digital technology</li> </ul>