



Our Geography Curriculum

Intention:

Our vision for Geography is:

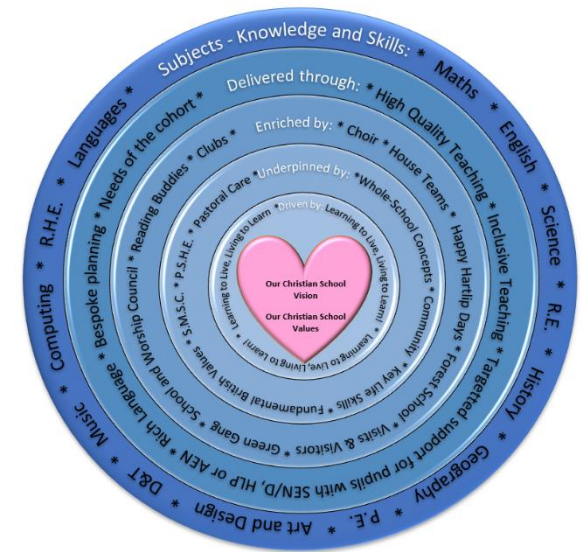
For all our pupils to develop curiosity about the world and its people and continue this curiosity in to their learning at secondary school and beyond. For pupils to use this curiosity and understanding to build life skills and values relating to the vision and values of our school – **Learning to Live, Living to Learn**

For all our pupils have a good understanding and knowledge of globally significant places, including their location and both human and physical characteristics and for pupils to understand the how the characteristics of places are developed over time.

For all our pupils to be competent in key geographical skill such as collecting data, interpreting sources and communicating information.

Implementation: Every year, each class will study three aspects of Geography: Local, UK and Worldwide. The local aspects ensure the skills and knowledge learnt relates to the pupil's area – making the learning meaningful. This links to the **learning to live, living to learn** concepts of community and our school vision within our community. UK aspects then broaden this knowledge. In KS1 this can link directly to what the pupils have experienced, such as holidays within the UK. Worldwide aspects bring in deeper meaning, such as environment and people. Learning to live, living to learn concepts link here to aspects of thankfulness for our world, peace within our world, freedom and respect for the environment and other's ways of living. Each aspect has been mapped out over the course of a 2-year cycle, ensuring a progression of skills and knowledge with no gaps nor unnecessary repetition. Year R follow their own Early Years curriculum using the Educational Programmes, but, as Year 1 and Year R are mixed, aspects of this curriculum will be taught to Year R, providing an understanding of Geography from the very start of school.

Impact: Our pupils receive a high-quality geography education which inspires them to be fascinated about the world and its people. Our curriculum equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with the development of a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our curriculum





links their learning real-life experiences to draw on as well as wider whole school concepts to support understanding. Key life skills are developed within the curriculum where possible to develop values, morals and empathy.

Geography Curriculum Map

Geography Curriculum Map							
Terms:		Autumn: Our Locality		Spring: Our UK		Summer: Our World	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
‘Learning to Live, Living to Learn’ Concepts and Skills:		<ul style="list-style-type: none"> ➤ Our Christian School Vision ➤ Get Heartsmart ➤ Creativity ➤ Democracy 	<ul style="list-style-type: none"> ➤ People and community ➤ Friendship ➤ Too much selfie isn't healthy ➤ Empathy ➤ Founder's Day 	<ul style="list-style-type: none"> ➤ Resilience ➤ Trust ➤ Don't forget to let love in ➤ Rule of Law 	<ul style="list-style-type: none"> ➤ Forgiveness ➤ Problem-solving ➤ Don't hold on to what is wrong ➤ Tolerance 	<ul style="list-style-type: none"> ➤ Communication ➤ Environment ➤ Thankfulness ➤ Fake is a mistake ➤ Mutual Respect 	<ul style="list-style-type: none"> ➤ Peace ➤ No way through isn't true ➤ Thinking ➤ Individual Liberty ➤ World sporting events
Year	Objectives throughout the year	Cycle	Themes and Objectives				
Yr 1 (and YrR)	<ul style="list-style-type: none"> ➤ I can ask simple geographical questions 	A	Local: Our School – maps and photos (aerial photos, google maps, what can we see, what can we find out? Do the maps and photos compare with what we see on the ground?)	UK: Countries – places we've visited on holiday (UK countries, areas of the UK e.g. Cornwall, Norfolk, New Forest)	World: Europe – places we've visited on holiday (France, Spain) how are they different to the UK? Where are they on a map? How do we get there?		
		B	Local: Our Area – places we visit (shops, Church, school, parks, family)	UK: Coasts and Seas – beaches we've visited (Whitstable, Kent Coast)	World: Continents – places we've heard about in books and films (link to current films and books). Where are they in the world? How do we get there? What do we know about these places? How are they different to the UK?		
			<ul style="list-style-type: none"> ➤ I can use simple maps of the local area. ➤ I can make simple maps and plans ➤ I can suggest ideas for improving the school environment ➤ I can show I know about changes that are happening in the local environment e.g. at school ➤ I can use simple observational skills to study the geography of the school and its grounds ➤ I can use an aerial photograph to identify our school 	<ul style="list-style-type: none"> ➤ I can name the four countries in the United Kingdom ➤ I can talk about how each country in the UK is similar and different ➤ I can talk about some of the things the UK do together ➤ I can name, describe and compare places I know ➤ I can describe seasonal weather changes 	<ul style="list-style-type: none"> ➤ I can use a map to find some countries and oceans ➤ I can make simple maps and plans 		

			<ul style="list-style-type: none"> ➤ I can understand how some places are linked to other places e.g. roads, trains. ➤ I can use simple maps of the local area. ➤ I can make simple maps and plans ➤ I can link home with other places in my area. ➤ I can name, describe and compare places I know. 	<ul style="list-style-type: none"> ➤ I can use an aerial photograph and use maps to identify coasts ➤ I can name, describe and compare places I know ➤ I can show I know about changes that are happening in the local environment ➤ I can name, locate and identify characteristics of the seas surrounding the United Kingdom. 	<ul style="list-style-type: none"> ➤ I can name some continents and oceans ➤ I can make simple maps and plans
Yr 2	<ul style="list-style-type: none"> ➤ I can ask and answer simple geographical questions ➤ I can use simple compass directions and directional language to describe the location of features and routes on a map. 	A&B	<p>Local: Hartlip's physical features and human features (Queensdown Warren, Hartlip Hill, residential streets)</p>	<p>UK: The countries, weather and maps – measuring weather, weather maps, why is it colder in the north?</p>	<p>World: Continents and Oceans - comparing Hartlip to an area within an African Country. Hot and cold, oceans, size of continents, equator and poles.</p>
			<ul style="list-style-type: none"> ➤ I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. ➤ I can 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. ➤ I can 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. 	<ul style="list-style-type: none"> ➤ I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom. ➤ I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied ➤ I can 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. ➤ I can identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> ➤ I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied ➤ I can 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. ➤ I can name and place the world's seven continents and five oceans ➤ I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ➤ I can 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.
Yr 3/4	<ul style="list-style-type: none"> ➤ I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?. 	A	<p>Local: Hartlip changes– school, land use, houses, traffic, Human effect on Hartlip changes</p>	<p>UK: Cities around the UK – comparing London with Canterbury, comparing Cardiff with Edinburgh. Cities in Victorian times and how they have changed</p>	<p>World: Environmental changes and the effect on humans and animals – the Rainforests, weather patterns around the world</p>
			<ul style="list-style-type: none"> ➤ I can use and interpret maps, globes, atlases and digital mapping to find countries and key features. ➤ I can explain how the locality is set within a wider geographical context. ➤ I can show I know the physical and human features of my locality. ➤ I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures. 	<ul style="list-style-type: none"> ➤ I can explain how the locality is set within a wider geographical context. ➤ I can explain about weather conditions / patterns around the UK and parts of Europe. ➤ I can name and locate the cities of the UK. 	<ul style="list-style-type: none"> ➤ I can recognise that people have differing quality of life living in different locations and environments. ➤ I can explore weather patterns around parts of the world ➤ I can describe how people have been affected by changes in the environment. ➤ I can communicate findings in appropriate ways.



					<ul style="list-style-type: none"> ➤ I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why.
		B	<p>Local: Natural Resources in Kent - water and the water cycle</p> <ul style="list-style-type: none"> ➤ I can explain about key natural resources e.g. water in the locality. ➤ I can understand the effect of landscape features on the development of a locality. 	<p>UK: Topographical features in the UK – mountains, valleys, hills. How these have changed over time</p> <ul style="list-style-type: none"> ➤ I can point to where counties are within the UK and their key topographical features. ➤ I can describe human features of UK regions, cities and /or counties. ➤ I can show I know features nearby and beyond the UK. ➤ I can 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>World: European countries – mountain ranges and volcanoes, valleys and hills. Compare to UK.</p> <ul style="list-style-type: none"> ➤ I can show where countries are within Europe, including Russia. ➤ I can explain about weather conditions / patterns around the UK and parts of Europe. ➤ I can show I know about the wider context of places - region, country. ➤ I can show some sense of how places relate to each other ➤ I can understand why there are similarities and differences between places ➤ I can recognise the different shapes of continents.
Yr 5/6	<ul style="list-style-type: none"> ➤ I can ask and answer a range of geographical questions, considering opinions, research and facts. 	A	<p>Local: Rivers and Coasts in the South-East, Erosion and how these have changed over time – Thames and Medway, Swale estuary, changes since the war</p> <ul style="list-style-type: none"> ➤ I can 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. ➤ I can explain how rivers erode, transport and deposit materials. ➤ I can explain about the physical features of coasts and begin to understand erosion and deposition ➤ I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<p>UK: Populations and human features – comparisons of areas in the UK with similar areas in Europe</p> <ul style="list-style-type: none"> ➤ I can use maps, charts etc. to support decision making about the location of places e.g. new bypass ➤ I can 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. ➤ I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent. ➤ I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences. 	<p>World: America comparisons and time zones – The Grand Canyon and the Human Footprint. Compare to the UK.</p> <ul style="list-style-type: none"> ➤ I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ➤ I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences. ➤ I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night ➤ I can recognise the different shapes of countries. ➤ I can identify the physical characteristics and key topographical features of the countries within North America ➤ I can show I know about the wider context of places e.g. county, region and country. ➤ I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations



					<p>and large areas, and the largest cities in each continent.</p> <ul style="list-style-type: none"> ➤ I can locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ➤ I 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.
		<p>B</p> <p>Local: Rural and Urban comparisons in the South-East – Hartlip and London comparison. Land use in Hartlip.</p>	<p>UK: Natural resources in the UK and Physical features – limestone, chalk, clay, North Downs, coal. How the UK limit use of natural resources (wind farms etc)</p>	<p>World: Humans effect on the environment, weather and climate zones - Settlements, land use, trade, populations</p>	
		<ul style="list-style-type: none"> ➤ I can 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. 	<ul style="list-style-type: none"> ➤ I can 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 my knowledge of the United Kingdom and the wider world ➤ I can 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. ➤ I can describe where a variety of places are in relation to physical and human features ➤ I 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. ➤ I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> ➤ I can understand about weather patterns around the World and relate these to climate zones ➤ I can describe and understand key aspects of 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. ➤ I can understand how humans affect the environment. ➤ I can explain about changes the to the World environment ➤ I can understand why people seek to manage and sustain their environment. 	



Skills and Knowledge Progression Sequence

	Pre-Requisite	Year R	Year 1	Year 2	Year 3 and 4 (over 2-years)	Year 5 and 6 (over 2-years)
Vocabulary	<ul style="list-style-type: none"> ➤ Talk about what they see, using a wide vocabulary 	<ul style="list-style-type: none"> ➤ Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> ➤ I can use words such as near and far, left and right to talk about where things are. ➤ I can use basic geographical vocabulary to refer to physical features, including: beach, coast, forest, hill, mountain, sea, ocean, season and weather. 	<ul style="list-style-type: none"> ➤ I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right ➤ I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ➤ I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. 	<ul style="list-style-type: none"> ➤ I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle. ➤ I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. 	<ul style="list-style-type: none"> ➤ I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ➤ I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links. ➤ I know and understand the meaning 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
Skills	<ul style="list-style-type: none"> ➤ Know that a map is used to show a place 	<ul style="list-style-type: none"> ➤ Draw information from a simple map. 	<ul style="list-style-type: none"> ➤ I can use simple maps of the local area. ➤ I can make simple maps and plans ➤ I can use simple observational skills to study the geography of the school and its grounds ➤ I can use an aerial photograph and use maps to identify coasts ➤ I can use a map to find some countries and oceans 	<ul style="list-style-type: none"> ➤ I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. ➤ I can 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. ➤ I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, 	<ul style="list-style-type: none"> ➤ I can use and interpret maps, globes, atlases and digital mapping to find countries and key features. ➤ I can use fieldwork instruments e.g. camera, rain gauge. ➤ I can make more detailed fieldwork sketches/diagrams. 	<ul style="list-style-type: none"> ➤ I can 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. ➤ I can use maps, charts etc. to support decision making about the location of places e.g. new bypass ➤ I can 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 my knowledge of the United Kingdom and the wider world ➤ I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.



				continents and oceans studied		
Local	<ul style="list-style-type: none"> ➤ Begin to understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> ➤ Explore the natural world around them. ELG: ➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<ul style="list-style-type: none"> ➤ I can suggest ideas for improving the school environment ➤ I can show I know about changes that are happening in the local environment e.g. at school ➤ I can use an aerial photograph to identify our school ➤ I can understand how some places are linked to other places e.g. roads, trains. ➤ I can link home with other places in my area. ➤ I can name, describe and compare places I know. 	<ul style="list-style-type: none"> ➤ I can 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. 	<ul style="list-style-type: none"> ➤ I can explain how the locality is set within a wider geographical context. ➤ I can show I know the physical and human features of my locality. ➤ I can explain about key natural resources e.g. water in the locality. ➤ I can understand the effect of landscape features on the development of a locality. 	<ul style="list-style-type: none"> ➤ I can explain how rivers erode, transport and deposit materials. ➤ I can explain about the physical features of coasts and begin to understand erosion and deposition ➤ I can 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. ➤ I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent. ➤ I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences.
UK	<ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤ Recognise some environments that are different from the one in which they live. ELG: ➤ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and 	<ul style="list-style-type: none"> ➤ I can name the four countries in the United Kingdom ➤ I can talk about how each country in the UK is similar and different ➤ I can talk about some of the things the UK do together ➤ I can name, describe and compare places I know ➤ I can name, describe and compare places I know ➤ I can show I know about changes that are happening in the local environment 	<ul style="list-style-type: none"> ➤ I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom. ➤ I can identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> ➤ I can explain how the locality is set within a wider geographical context. ➤ I can explain about weather conditions / patterns around the UK and parts of Europe. ➤ I can name and locate the cities of the UK. ➤ I can point to where counties are within the UK and their key topographical features. ➤ I can describe human features of UK regions, cities and /or counties. ➤ I can show I know features nearby and beyond the UK. ➤ I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical 	<ul style="list-style-type: none"> ➤ I can 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. ➤ I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent. ➤ I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences.

		what has been read in class	<ul style="list-style-type: none"> ➤ I can name, locate and identify characteristics of the seas surrounding the United Kingdom. ➤ I can describe seasonal weather changes 		<p>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>	<ul style="list-style-type: none"> ➤ I can describe where a variety of places are in relation to physical and human features ➤ I 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
World	<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. 	<ul style="list-style-type: none"> ➤ Recognise some similarities and differences between life in this country and life in other countries. <p>ELG:</p> <ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ I can name some continents and oceans 	<ul style="list-style-type: none"> ➤ I can name and place the world's seven continents and five oceans ➤ I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ➤ I can 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. 	<ul style="list-style-type: none"> ➤ I can show where countries are within Europe, including Russia. ➤ I can explain about weather conditions / patterns around the UK and parts of Europe. ➤ I can show I know about the wider context of places - region, country. ➤ I can show some sense of how places relate to each other ➤ I can understand why there are similarities and differences between places ➤ I can recognise the different shapes of continents. ➤ I can recognise that people have differing quality of life living in different locations and environments. ➤ I can explore weather patterns around parts of the world ➤ I can describe how people have been affected by changes in the environment. ➤ I can communicate findings in appropriate ways. ➤ I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why. 	<ul style="list-style-type: none"> ➤ I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences. ➤ I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night ➤ I can recognise the different shapes of countries. ➤ I can identify the physical characteristics and key topographical features of the countries within North America ➤ I can show I know about the wider context of places e.g. county, region and country. ➤ I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent. ➤ I can locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ➤ I 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.



						<ul style="list-style-type: none"> ➤ I can understand about weather patterns around the World and relate these to climate zones ➤ I can describe and understand key aspects of 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. ➤ I can understand how humans affect the environment. ➤ I can explain about changes the to the World environment ➤ I can understand why people seek to manage and sustain their environment.
Questioning and understanding	➤ Continue developing positive attitudes about the differences between people.	➤	➤ I can ask simple geographical questions	➤ I can ask and answer simple geographical questions	➤ I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?.	➤ I can ask and answer a range of geographical questions, considering opinions, research and facts.

Bold statements are NC Key Stage End Points/ELG

Cycle Pathways Progression

