**Geography:**

**Purpose of the Curriculum**

(What will a high quality Geography education do for our children?)

Inspireinquisitive minds to find out about the world and its people

Equippupils with a knowledge about diverse places and people

Ensurethat pupils are aware of our location within the wider world

Developan awareness of locations and features of places within the world

Promotea range of skills to enable pupils to ‘think and work like geographers’

**Aim of the Curriculum**

By the end of their time at St Mary & St Margaret’s CE Primary, all pupils should be able to:

**Knowledge**

* To have a clear understanding of location
* To locate Birmingham, the UK and its countries
* To locate countries of Europe, North and South America
* To locate continents, oceans and seas of the world
* To have an in depth knowledge of places
* To identify similarities and differences between the UK, countries in Europe and North and South America
* To develop a complete understanding of countries (culture, flags, language, etc)
* To know the features of physical and human geography
* To understand weather patterns and climates
* To know the parts of the water cycle
* To identify physical features of the world
* To know the human features of countries studied

**Skills**

* To use and apply the skills of a geographer
* To accurately use a map, globe or atlas
* To use a compass and know 8 compass points
* To read and plot co-ordinates and grid references
* To use a range of accurate geographical vocabulary
* To plot and follow directions
* To sketch, plot maps and graphs to support fieldwork studies

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| **Key Stage One & Two Geography Topics Overview** |
| **Year Group** | **Autumn Term** | **Spring term** | **Summer term** |
| **One**  |  |  | Where We Live  |
| **Two** | Remember the Holidays?  |  |  |
| **Three** |  | Great Britain | Endangered Worlds  |
| **Four** |  |  | Around The World In 70 Days |
| **Five** |  |  | Living Planet |
| **Six**  |  |  | All The World’s A Stage |

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|  | **School Assessment Criteria Linked To National Curriculum Requirements** |
| Develop knowledge about:*The world* *The United Kingdom* *Their locality* | Understand basic subject-specific vocabulary relating to human and physical geography  | Begin to use geographical skills, including first-hand observation, to enhance their locational awareness. |
| **Year One** | Can make simple maps and plans explore maps of the local area Can observe and record e.g. identify buildings on a street – memory maps

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 | Can use geographical language to describe feature or location e.g. hill/local/a road/coastline/ Woods | Can ask geographical questions e.g. what is it like to live in this place?Can express own views about a place, people, environmentCan use simple field sketches use a camera

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Can communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams

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| **Year Two** | Can compare two settlements use globes, maps, plans at a range of scales Can use content/index to locate country/draw information from a map Can recognise how places have become the way they are e.g. *shops (patterns and processes)*

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 | Can use geographical language to describe feature or location e.g. *valley/hill/local/a road/coastline/* *woods/village/farmland**Can* express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences | Can ask geographical questions –*where is this place? What is it like? How has it changed?*

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Can use simple field sketches and diagrams, use a camera Can observe and record in different ways e.g. *sketches, diagrams, ICT*

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Can communicate in different ways –pictures, writing, charts  |
| **Year Three/Four** | Can ask geographical questions: where is this location? What do you think about it?Can analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, populations

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| Can identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling  |

 | Can analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, populations

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Can analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, populations

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 | Can describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SECan link words to topic e.g. river/meander/flood/plain/location/industry/transportCan describe route and direction linking N/S/E/W with degrees on the compassCan link words to topic/theme e.g. contour/height/ ValleyCan ask geographical questions: where is this location? What do you think about it?Can analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, populations

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| Can collect and record evidence: construct questionnaire, use field sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases)  |

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| **Year Five/Six** | Can use keys and grid referencesCan use contents/ index to locate information or a place with speed and accuracyCan ask geographical questions? What is it like? How/Why has it changed? What patterns can we see?Collect and record evidence through e.g. ‐* conducting a land use survey
* categorising code
* record measurements
* carrying out a survey of shop functions –results on
* graphs/charts
* Analyse evidence and draw conclusions
* compare historical maps of varying scales
* compare temperatures of various locations
* Consider influence on people /everyday life
* From fieldwork data on land use, look at patterns

  | Can use aerial photos, stories, information texts, the internet, satellite images, photographs and videosCan draw accurate maps with complex keysCan draw maps with accuracy of scaleCan Make maps using a range of scalesCan analyse fieldwork data –e.g. charts and graphs, data collecting e.g. questionnairesCan use research, fieldwork, experience and data to make decisions relating to topic or theme –e.g. wider world issues e.g. environmental change. | Can use directional language e.g. to describe routes, directions and locations including eight/sixteen points of the compassCan use geographical language linking to topic/theme.Can develop detailed field sketches and drawings that show features, changes and patterns.Can locate position of places / landmarks using coordinatesCan use the key to make deductions about land use of a location e. g. landscape, industry, features. |