



**ST. MARY'S CE PRIMARY SCHOOL, PUTNEY**

**Vision: Delivering excellence, allowing all to flourish**

**Mission: Creating a culture of wonder, guided by faith**

**Values: Endurance, Compassion, Thankfulness**

# **GEOGRAPHY CURRICULUM OVERVIEW**

**SUBJECT LEADER: COURTNEY RINALDI**

## OUR GEOGRAPHY CURRICULUM

**Vision:** Delivering excellence, allowing all to flourish

**Mission:** Creating a culture of wonder, guided by faith

**Values:** Endurance, Compassion, Thankfulness

At St. Mary's, the Geography curriculum is designed to help children develop an understanding about the world, the United Kingdom and our locality in London. We approach our teaching through topic-based units, we endeavour to teach our students about locational knowledge, place knowledge, human and physical geography and provide opportunities to engage them in fieldwork. Through the study of Geography, we hope to inspire a sense of curiosity and fascination with our world and its people, that will carry them well beyond primary school. We hope to develop a range of investigative and problem-solving skills that are transferable to other curriculum areas and which can be used to promote children's spiritual, moral, social and cultural development.

The topics are carefully chosen to ensure children follow a coherent progression in Geography, building on prior knowledge while consolidating skills and understanding. Using topics allows us to deliver the curriculum in an exciting and meaningful way for the children. We strive to introduce the children to a wide variety of geographical resources, using more traditional tangible materials such as compasses and maps, as well as introducing them to how technology is used in Geography. Teachers strive to find cross-curricular links in other areas such as Science, Religious Education, Reading, Writing and Maths, to make the learning more relevant and exciting for the children.

At St Mary's we measure the impact of pupils' learning through their levels of engagement in lessons and the quality of work they produce. Our lessons are progressive, building on prior knowledge and further challenging children as they move up through the school. We assess the children's understanding of the subject using class learning outcomes, pupil voice (through questionnaires and focus groups), governor visits, and photographic evidence to measure impact.

*'I'm going to sail around the world when I'm older, now I can read a map and a compass to get back home.'* - MV Year 3

## *Geography trips enhance the learning experience*

### ***Geography fieldwork:***



*Year 3 - Map reading at Hampstead Heath  
Rivers at Sayers Croft*



*Year 5 - Orienteering at Sayers Croft*



*Year 6 - Studying*

# Year 1

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE ONE

<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a non-European country</li> </ul>	<p><u>Human Geography:</u></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to key human features</li> </ul>	<p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use basic geographical vocabulary to refer to key physical features</li> </ul>
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<p><u>Geographical Skills and Fieldwork:</u></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globe to identify the UK and other areas studied</li> <li>use simple compass directions and locational language</li> <li>use aerial photographs and plans to recognise human and physical features</li> <li>devise a simple map using a key with symbols</li> <li>use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical characteristics of its surrounding environment</li> </ul>
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### CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 1

<p><u>Location Knowledge*</u></p> <ul style="list-style-type: none"> <li>WALT: know that we live in a city called London</li> <li>WALT: tell our home address</li> <li>WALT: know simple directions (near and far, up and down left and right)</li> </ul>	<p><u>Place Knowledge*</u></p> <ul style="list-style-type: none"> <li>WALT: say what we like and dislike about our town</li> <li>WALT: compare life in our town to another place</li> <li>WALT: ask questions about our town to learn more</li> </ul>	<p><u>Human Geography*</u></p> <ul style="list-style-type: none"> <li>WALT: explain why we wear different clothes at different times of year</li> <li>WALT: explain what different jobs people might do in different climates</li> </ul>	<p><u>Physical Geography*</u></p> <ul style="list-style-type: none"> <li>WALT: tell the main features of hot and cold places</li> <li>WALT: describe our town using pictures and words.</li> </ul>
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<ul style="list-style-type: none"> <li>• WALT: know that our world is a sphere</li> <li>• WALT: know that maps, atlas and a globes show us places in our world</li> <li>• WALT: locate the equator, North Pole and South Pole on a globe and atlas</li> <li>• WALT: identify continents and oceans on a map, globe or atlas</li> <li>• WALT: locate the UK on a map, globe or atlas</li> </ul>	<ul style="list-style-type: none"> <li>• WALT: answer questions about the weather</li> <li>• WALT: know what a continent is and how it is different than a city</li> </ul>	<ul style="list-style-type: none"> <li>• WALT: tell something about people who live in hot and cold places</li> </ul>	<ul style="list-style-type: none"> <li>• WALT: name key places in a town or village (church, farm, shop, factory, house).</li> <li>• WALT: know the 4 seasons.</li> <li>• WALT: keep a weather chart of our local weather</li> <li>• WALT: explain how the weather changes by season</li> </ul>
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Skills and Fieldwork

- WALT: draw a simple map with a key
- WALT: use photographs to recognise landmarks, and basic human and physical features
- WALT: use maps, atlases and globes to identify places

Possible fieldwork: explore and map our classroom

# Year 2

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE ONE

<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a non-European country</li> </ul>	<p><u>Human Geography:</u></p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to key human features</li> </ul>	<p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• use basic geographical vocabulary to refer to key physical features</li> </ul>
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**Geographical Skills and Fieldwork:**

- use world maps, atlases and globe to identify the UK and other areas studied
- use simple compass directions and locational language
- use aerial photographs and plans to recognise human and physical features
- devise a simple map using a key with symbols
- use fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical characteristics of its surrounding environment

### CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 2

<p><u>Location Knowledge</u></p> <ul style="list-style-type: none"> <li>• WALT: find where we live on a map of the UK.</li> <li>• WALT: name and locate the 4 countries in the United Kingdom</li> <li>• WALT: name the capital cities of the UK</li> </ul>	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>• WALT: ask questions about a place to learn more.</li> <li>• WALT: say what we like and do not like about a place.</li> <li>• WALT: understand similarities and differences of a region of</li> </ul>	<p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>• WALT: understand and use geographical vocabulary for human features (city, town, village, factory, farm, house office, port, harbour, shop) and explain why they are needed.</li> </ul>	<p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>• WALT: identify seasonal and daily weather in the UK</li> <li>• WALT: know the location of hot and cold areas in the world in relation to the Equator and Poles.</li> </ul>
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<ul style="list-style-type: none"> <li>• WALT: name and locate the seas surrounding the UK</li> <li>• WALT: name and locate the 7 continents.</li> <li>• WALT: name and locate the 5 oceans.</li> </ul>	<p>the UK and a region of a non-European country.</p>	<ul style="list-style-type: none"> <li>• WALT: explain how jobs people do may be different because of location.</li> <li>• WALT: know that people can spoil an area and understand how.</li> </ul>	<ul style="list-style-type: none"> <li>• WALT: use vocabulary to describe physical features of a place (island, beach, coast, ocean, forest, hill, mountain, valley)</li> </ul>
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Skills and Fieldwork

- WALT: use simple compass directions to find places on a map (North, South, East, West)
- WALT: use fieldwork and observations to study a locality.
- WALT: draw a simple map with a key.
- WALT: use photographs or a diagram to recognise landmarks, and basic human and physical features
- WALT: use maps, atlases and globes to identify locations.

Possible fieldwork: explore school or immediate locality, recycling centre

# Year 3

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO

#### Locational Knowledge:

- 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.
- Name and locate counties and cities of the United Kingdom, geographical 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)

#### Place Knowledge:

- Understand geographical 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

#### Human Geography:

- describe and understand 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
- Identify key human characteristics of countries and major cities.
- Identify human characteristics of the countries and cities of the UK including land use and how this has changed over time.

#### Physical Geography

- Identify key physical characteristics of countries and major cities.
- Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Identifying physical characteristics of the countries and cities of the UK such as key topographical features (including hills, mountains, coasts and rivers) and how some of these aspects have changed over time.

#### Geographical Skills and Fieldwork:

- 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.

## CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 3

### Location Knowledge

- WALT: locate coasts, rivers and mountains in the UK
- WALT: know the difference between the British Isles, Great Britain and the UK.
- WALT: locate neighbouring European countries.
- WALT: identify the Northern and Southern Hemispheres.
- WALT: name some countries in the Northern Hemisphere.
- WALT: locate and name the world's famous volcanoes.

### Place Knowledge

- WALT: recognise that there are similarities and difference between places.
- WALT: understand how places relate to each other.
- WALT: understand similarities and differences of a region of the UK and region of a country with a different climate (non-European).

### Human Geography

- WALT: explain why a place has certain human features.
- WALT: explain why a place is like it is.
- WALT: explain how a region in a warmer place would be different from ours.
- WALT: explain how people's lives are affected because of weather.
- WALT: know how long it would take to get to a place using different modes of transportation.
- WALT: explain how volcanoes affect the lives of people.
- WALT: explain how earthquakes affect the lives of people.
- WALT: explain why people live in villages, towns and cities.

### Physical Geography

- WALT: locate and describe the physical features of a place using geographical vocabulary.
- WALT: Describe how volcanoes are created.
- WALT: describe how earthquakes are created.
- WALT: describe the main features of a city.
- WALT: describe the main features of a village.
- WALT: describe the differences between a city and a village.

### Skills and Fieldwork

- WALT: use the 8 points on a compass to give directions.
- WALT: use grid references.
- WALT: make a sketch/diagram from doing fieldwork.
- WALT: draw a map using a key and symbols.
- WALT: use photographs or a diagram to recognise landmarks, and basic human and physical features
- WALT: use maps, atlases and globes to identify locations studied.

Possible fieldwork: explore locality, Natural History Museum (volcano show)

Year 4

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO

#### Locational Knowledge:

- 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.
- Name and locate counties and cities of the United Kingdom, geographically 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)

#### Place Knowledge:

- 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

#### Human Geography:

- Describe and understand 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
- Identify key human characteristics of countries and major cities.
- Identify human characteristics of the countries and cities of the UK including land use and how this has changed over time.

#### Physical Geography

- Identify key physical characteristics of countries and major cities.
- Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Identifying physical characteristics of the countries and cities of the UK such as key topographical features (including hills, mountains, coasts and rivers) and how some of these aspects have changed over time.

#### Geographical Skills and Fieldwork:

- 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.

## CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 4

<p><u>Location Knowledge</u></p> <ul style="list-style-type: none"> <li>• WALT: know the location of key landmarks in our local area.</li> <li>• WALT: identify where our local area is relative to London and the UK.</li> <li>• WALT: know the location of capital cities of the UK.</li> <li>• WALT: locate the main counties of South America.</li> <li>• WALT: locate where rainforests are on our globe relative to the equator.</li> </ul>	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>• WALT: understand why our local area is like it is.</li> <li>• WALT: understand similarities and differences between our city/local area and villages.</li> </ul>	<p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>• WALT: explain why people live in our local area rather than other places.</li> <li>• WALT: explain how our locality (Putney) has changed over time.</li> <li>• WALT: suggest ways that a place can be improved.</li> <li>• WALT: explain what natural resources are and why humans live near them.</li> <li>• WALT: explain why rainforests are important.</li> <li>• WALT: explain how humans have altered rainforests</li> </ul>	<p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>• WALT: identify the main features of a rainforest.</li> <li>• WALT: identify where rainforests can be found throughout the world.</li> </ul>
<p><u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>• WALT: use the 8 points of a compass to find places on a map.</li> <li>• WALT: draw accurate maps with keys using symbols to represent different physical features.</li> <li>• WALT: carry out a survey to learn about our locality.</li> <li>• WALT: find the same place on a globe and an atlas.</li> <li>• WALT: label the same features on an aerial photograph as on a map.</li> <li>• WALT: plan a journey.</li> </ul> <p>Trips: Local area: extended Putney study, Living rainforest, Cadbury's World</p>			

# Year 5

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO

#### Locational Knowledge:

- 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.
- Name and locate counties and cities of the United Kingdom, geographical 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)

#### Place Knowledge:

- 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

#### Human Geography:

- Describe and understand 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
- Identify key human characteristics of countries and major cities.
- Identify human characteristics of the countries and cities of the UK including land use and how this has changed over time.

#### Physical Geography

- Identify key physical characteristics of countries and major cities.
- Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Identifying physical characteristics of the countries and cities of the UK such as key topographical features (including hills, mountains, coasts and rivers) and how some of these aspects have changed over time.

#### Geographical Skills and Fieldwork:

- 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.

## CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 5

### Location Knowledge

- WALT: name the major countries of North America. (USA, Canada, Mexico).
- WALT: identify the main countries in Europe.
- WALT: know the largest city on each continent.
- WALT: identify and explain longitude and latitude
- WALT: locate the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and the Prime Meridian
- WALT: explain how time zones work.

### Place Knowledge

- WALT: understand why there are similarities and difference between places.
- WALT: describe how a place is part of a wider context - region, country, Commonwealth, continent.
- WALT: recognise the climate of a country based on its location.
- WALT: understand similarities and differences between our country (UK), a region of Europe, and a region within North or South America.
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### Human Geography

- WALT: understand how human activity is affected by weather and climate.
- WALT: understand the impact of extreme weather.
- WALT: explain how humans affect the environment over time.
- WALT: understand how humans have altered their environments.
- WALT: understand how humans can act to sustain their environment.

### Physical Geography

- WALT: describe and understand climate zones, biomes, vegetation belts.
- WALT: explain how the water cycle works.
- WALT: explain how convection currents cause wind.

### Recommended Skills and Fieldwork

- WALT: use the eight points of a compass to answer questions.
- WALT: locate a place on a map using longitude and latitude.
- WALT: accurately measure and collect information (rainfall, temperature, wind speed)
- WALT: plan a journey to another part of the world, looking at distance, time and modes of transportations.
- WALT: find out about weather and climate using fieldwork.

Trips: Weather Station, Clean Air project, Sayers Croft (orienteering)

# Year 6

## DEVELOPMENT OF KNOWLEDGE, SKILLS AND UNDERSTANDING IN GEOGRAPHY

### NATIONAL CURRICULUM SUBJECT CONTENT FOR KEY STAGE TWO

#### Locational Knowledge:

- 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.
- Name and locate counties and cities of the United Kingdom, geographical 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)

#### Place Knowledge:

- 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

#### Human Geography:

- Describe and understand 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
- Identify key human characteristics of countries and major cities.
- Identify human characteristics of the countries and cities of the UK including land use and how this has changed over time.

#### Physical Geography

- Identify key physical characteristics of countries and major cities.
- Describe and understand physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Identifying physical characteristics of the countries and cities of the UK such as key topographical features (including hills, mountains, coasts and rivers) and how some of these aspects have changed over time.

#### Geographical Skills and Fieldwork:

- 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.

## CURRICULUM COVERAGE & PROGRESSION OF LEARNING FOR YEAR 6

<u>Location Knowledge</u>	<u>Place Knowledge</u>	<u>Human Geography</u>	<u>Physical Geography</u>
<ul style="list-style-type: none"> <li>• WALT: locate and name the countries and major cities in Europe.</li> <li>• WALT: know and identify that European borders have changed over time.</li> <li>• WALT: name major counties in Asia.</li> <li>• WALT: name and locate the counties and cities of the UK.</li> <li>• WALT: understand that maps can be biased</li> </ul>	<ul style="list-style-type: none"> <li>• WALT: understand similarities and differences between our country (UK), a region of Europe, and a region within North or South America.</li> </ul>	<ul style="list-style-type: none"> <li>• WALT: understand types of settlements and land use.</li> <li>• WALT: understand economic activity such of trade links, and the distribution of natural resources (ie, energy, food, minerals, water).</li> <li>• WALT: explain why many cities are situated by rivers.</li> <li>• WALT: explain how places are similar and different in relation to their physical features.</li> <li>• WALT: understand that some natural resources are limited.</li> <li>• WALT: understand sustainable energy sources.</li> </ul>	<ul style="list-style-type: none"> <li>• WALT: know and describe plate tectonics.</li> <li>• WALT: describe and understand how fold mountains form.</li> <li>• WALT: describe and understand how volcanoes form.</li> <li>• WALT: describe and understand what causes earthquakes.</li> <li>• WALT: describe and understand rivers.</li> <li>• WALT: explain how rivers erode, transport and deposit materials.</li> <li>• WALT: know the physical features of coasts.</li> </ul>
<p><u>Recommended Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>• WALT: explain and use maps with a range scales.</li> <li>• WALT: use OS maps to answer questions.</li> <li>• WALT: use maps, aerial photos, plans and web resources to make predictions about a place.</li> <li>• WALT: create a map to show an area studied with a detailed key and using symbols for physical features. .</li> </ul> <p>Trips: Sayers Croft (river study), natural History Museum (volcano/earthquake show)</p>			

\*Definitions:

Locational knowledge - where places are.

Place knowledge - what places are like.

Physical geography - the natural processes of the Earth, such as climate and plate tectonics.

Human geography - the impact and behaviour of people and how they relate to the physical world.