

Geography

Geography at Camestone is taught as a discrete subject, linked to other subjects through a thematic approach.

Our curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- develop a sense of personal and cultural identity
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Geography – Key Stage 1

	Location Knowledge	Place Knowledge	Human and Physical Geography
	<ul style="list-style-type: none"> - 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 UK and its surrounding seas 	<ul style="list-style-type: none"> - 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 contrasting non-European country 	<ul style="list-style-type: none"> - identify seasonal and daily weather patterns in the UK - identify 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: <ul style="list-style-type: none"> - key physical features - key human features
Year 1	<p>UK Topic</p> <ul style="list-style-type: none"> - Label a map with the four countries and capital cities - Identify characteristics and features of the four countries and capital cities <p>Know where they live.</p>	<p>Compare London with an African city</p> <ul style="list-style-type: none"> - weather and seasons - wildlife and landscapes - food and culture 	<p>Seasons and Weather</p> <ul style="list-style-type: none"> - Keep a simple record of weather over time and in different seasons - Use simple weather symbols <p>Key Vocabulary</p> <ul style="list-style-type: none"> - season, weather, island, hill, mountain, forest, river, sea, city
Year 2	<p>Seaside</p> <ul style="list-style-type: none"> - Label a map of the UK with the four countries, capital cities and surrounding seas - Label a map of the world with the world's seven continents and five oceans <p>Know the differences between a village, town and city.</p>	<p>Seaside</p> <p>Compare <i>e.g. Great Yarmouth</i> in the UK to <i>e.g. Bondi Beach</i> in Australia</p> <ul style="list-style-type: none"> - weather - landmarks and landscapes - sea life and animals - jobs and pastimes 	<p>Seaside</p> <p>Name and describe the seasons in the UK and compare to <i>e.g. Bondi</i> in Australia.</p> <p>Key Vocabulary:</p> <p>All Y1 vocabulary below plus</p> <ul style="list-style-type: none"> - ocean, cliff, coast, beach, valley, soil, vegetation, city, village, town <p>SCIENCE links</p> <p>Animal Habitats</p> <ul style="list-style-type: none"> - The Polar regions - Equatorial habitat <p>Plants</p> <p>Where does food grow?</p> <p>Where is cocoa grown? (Charlie and the Chocolate Factory)</p>

Geographical Skills and Fieldwork – Key Stage 1

- use world maps, atlases and globes to identify the UK and its countries
- use world maps, atlases and globes to identify the countries, continents and oceans studied in this Key Stage
- use simple compass directions (North, South, East, West)
- use locational and directional language e.g. near, far, left, right to describe the location of features and routes

- use aerial photos and plan perspectives to recognise landmarks and basic human features devise a simple map
- use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds
- use simple fieldwork and observational skills to study the key human and physical features of environment surrounding the school

Year 1

Fieldwork

A local walk e.g. to library

- locate the school on a map
- look at the school on computer map and identify features
- plot route on map
- read and use map symbols
- look at aerial photos
- observe landmarks e.g. church

Year 2

Fieldwork

A local walk linked to topic e.g. posting letters to Flat Stanley, local habitat or RE visit to a place of worship

- plot route on map
- read and use map symbols
- look at aerial photos
- observe landmarks e.g. fire station
- describe location and direction

Geography – Key Stage 2

Geography – Key Stage 2			
	Location Knowledge	Place Knowledge	Human and Physical Geography
	<p>Locate the World's countries, using maps to focus on</p> <ul style="list-style-type: none"> - Europe (including the location of Russia) and - North and South America, <p>concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns.</p> <p>Understand how some of these aspects have changed over time. – Bedford Day</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region in the UK - a region in a European Country - a region within North or South America 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle - human geography, including types of settlement and land use, economic activity (including trade links) and the natural distribution of natural resources (including energy, food, minerals and water).
Year 3	<p>The UK:</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns.</p>		<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including rivers, mountains, volcanoes, earthquakes - human geography, including types of settlement and land use

Year 4	<p>Roman Empire: Locate the World's countries, using maps to focus on: North and South America; Italy (Roman Empire); Egypt Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn Name and locate cities of the UK (Roman names) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>Rainforest: Understand geographical similarities and differences through the study of physical geography of: - a region within North or South America Roman/Celts: Understand geographical similarities and differences through the study of human geography of: - a region in the UK</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including climate zones, biomes, vegetation belts, rivers and the water cycle - human geography, including types of settlement and land use (Roman and Celt houses), economic activity (including trade links) (Rainforest)
Year 5	<p>WW2: Locate the World's countries, using maps to focus on: Europe (France, Netherlands, Germany, Russia); North America {and Japan} Explorers: Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle</p>	<p>Stone/Bronze/Iron Age: Understand geographical similarities and differences through the study of human and physical geography of: - a region in the UK</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including climate zones, biomes - human geography, including types of settlement and land use (Explorers, Stone Age), economic activity (including trade links) (Explorers)
Year 6	<p>Darwin: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle Brazil: Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Brazil: Understand geographical similarities and differences through the study of human geography of: - a region within North or South America</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography including climate zones, biomes, vegetation belts - Brazil: human geography, including types of settlement and land use, economic activity (including trade links) and the natural distribution of natural resources (including energy, food, minerals and water).

Geographical Skills and Fieldwork – Key Stage 2

Use maps, atlases, globes and digital mapping to locate countries and describe features studied

To build their knowledge of the UK and the wider world:

- Use the eight points of the compass
- Use four and six figure grid references
- Use symbols and keys
- Use Ordnance Survey maps – Bedford focused days

Use fieldwork to:

- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies – Bedford focused days

Year 3

Geographical Skills

Use maps and atlases to locate countries and describe features studied

To build their knowledge of the UK and the wider world:

- Use the eight points of the compass
- Use symbols and keys

Fieldwork

Use fieldwork to:

- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies

Year 4

Geographical Skills

Use maps, atlases and digital mapping to locate countries and describe features studied

To build their knowledge of the UK and the wider world:

- Use the eight points of the compass
- Use four figure grid references (Maths)
- Use symbols and keys

Fieldwork

Use fieldwork to:

- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies

Year 5	<p>Geographical Skills Use maps, atlases, globes and digital mapping to locate countries and describe features studied To build their knowledge of the UK and the wider world:</p> <ul style="list-style-type: none">- Use the eight points of the compass- Use four and six figure grid references- Use symbols and keys <p>Fieldwork Use fieldwork to:</p> <ul style="list-style-type: none">- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies
Year 6	<p>Geographical Skills Use maps, atlases and digital mapping to locate countries and describe features studied To build their knowledge of the UK and the wider world:</p> <ul style="list-style-type: none">- Use the eight points of the compass (PE)- Use four and six figure grid references (PE)- Use symbols and keys <p>Fieldwork Use fieldwork to:</p> <ul style="list-style-type: none">- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies