

Scarcliffe Primary School - Subject Specific Curriculum Intent – GEOGRAPHY (V6)

What is Geography? – Geography is about gaining an understanding of the world we live in – in terms of both physical and human features and how these affect each other.

Links to core abilities

Questioning and curiosity
 Critical thinking and open-mindedness
 Communication
 Independence
 Teamwork

Geography core concepts taught over a two-year cycle.

- Cartography
- Community and culture
- Economy and trade
- Settlement
- Climate

See core concepts definition document for more detail.

What is the curriculum INTENT for this area of the curriculum?	Rationale – Why is this what you want our children to know?								
<ol style="list-style-type: none"> 1. To have the knowledge and skills to be able to carry out geographical enquiries about a particular area. 2. To understand the physical features of the planet and how varied these can be. To understand how humans and other animals adapt to different physical features. 3. To understand what physical features are and how areas might be improved. They can explain how humans contribute to environmental issues. 4. To have a sound and broad geographical knowledge of the world – including naming, oceans, continents, countries, mountains and rivers. 	<ol style="list-style-type: none"> 1. The geographical enquiry skills children develop will enable them to learn about, and become curious about, other aspects of the world. These are the fundamental skills of a geographer. 2. It is important to understand how important physical features are as the world becomes increasingly populated and urbanised. 3. As well as recognising what physical features are, children need to be able to consider what impact humans are having on the planet. Global warming is a huge issue for people today and children need to be aware of its impact. 4. It is hard for the children to grasp a sound understanding of the physical and human features if they have no concept of where things are in the world. Understanding this will help them to develop a schema, which in turn will aid their memory. 5. Children will develop a curiosity and an understanding about the world that will stay with them throughout their lives, making them more compassionate and aware of global and local issues. 								
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Class 1</th> <th style="width: 25%;">Class 2</th> <th style="width: 25%;">Class 3</th> <th style="width: 25%;">Class 4</th> </tr> </thead> <tbody> <tr> <td style="width: 25%;"> A. Geographical enquiry (Disciplinary Knowledge) </td> <td style="width: 25%;"> <ol style="list-style-type: none"> 8. Can they label a diagram or photograph using some geographical words? 9. Can they find out about a locality by using different sources of evidence including aerial photos? 10. Can they find out about a locality by asking some good questions to someone else? 11. Can they compare the human and physical features of a place in </td> <td style="width: 25%;"> <ol style="list-style-type: none"> 14. Do they use correct geographical words to describe a place and the things that happen there? 15. Can they identify key features of a locality by using a map? 16. Can they begin to use a 4 figure grid reference? 17. Can they accurately plot NSEW on a map? 18. Can they use some basic OS map symbols? 19. Can they produce sketch maps to record human and physical features in a locality? 20. Can they carry out a survey to discover features of cities and villages? </td> <td style="width: 25%;"> <ol style="list-style-type: none"> 23. Can they collect information about a place and use it in a report? 24. Can they map land use? 25. Can they find possible answers to their own geographical questions? 26. Can they make detailed sketches and plans? 27. Can they plan a journey to a place in another part of the world, taking account of distance and time? </td> </tr> </tbody> </table>	Class 1	Class 2	Class 3	Class 4	A. Geographical enquiry (Disciplinary Knowledge)	<ol style="list-style-type: none"> 8. Can they label a diagram or photograph using some geographical words? 9. Can they find out about a locality by using different sources of evidence including aerial photos? 10. Can they find out about a locality by asking some good questions to someone else? 11. Can they compare the human and physical features of a place in 	<ol style="list-style-type: none"> 14. Do they use correct geographical words to describe a place and the things that happen there? 15. Can they identify key features of a locality by using a map? 16. Can they begin to use a 4 figure grid reference? 17. Can they accurately plot NSEW on a map? 18. Can they use some basic OS map symbols? 19. Can they produce sketch maps to record human and physical features in a locality? 20. Can they carry out a survey to discover features of cities and villages? 	<ol style="list-style-type: none"> 23. Can they collect information about a place and use it in a report? 24. Can they map land use? 25. Can they find possible answers to their own geographical questions? 26. Can they make detailed sketches and plans? 27. Can they plan a journey to a place in another part of the world, taking account of distance and time?
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	<p>5. Can they answer questions about the weather?</p> <p>6. Can they keep a weather chart?</p> <p>7. Can they use marks to create a simple map/plan?</p>	<p>Britain with that of a non-European country?</p> <p>12. Can they say what they like and don't like about their locality and another locality like the seaside?</p> <p>13. Can they create a simple sketch map of their local area?</p>	<p>21. Can they label the same features on an aerial photograph as on a map?</p> <p>22. Can they accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels etc.?</p>	<p>28. Can they use OS maps to answer questions (4 and 6 figure grid references)?</p> <p>29. Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p>
B. Physical Geography	<p>1. Can they explain the main features of a hot and cold place?</p> <p>2. Do they know that Africa has hot weather?</p> <p>3. Can they describe a locality using words and pictures?</p> <p>4. Can they explain how the weather changes with each season?</p> <p>5. Can they name key features associated with a town or village, e.g. church, farm, shop, house?</p> <p>6. Can they use words like 'weather' and 'season'?</p>	<p>7. Can they describe some physical features of their own locality?</p> <p>8. Can they explain what makes a locality special?</p> <p>9. Can they describe some places which are not near the school?</p> <p>10. Can they describe a place outside Europe using geographical words?</p> <p>11. Can they describe some of the features associated with an island?</p> <p>12. Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley, river, sea, vegetation and cliff?</p> <p>13. Can they describe some of the physical features of the 4 countries of the UK and in the continent of Africa? E.g. tallest mountains and longest rivers.</p>	<p>14. Can they use maps, atlases and digital/computer mapping appropriately by using contents and indexes?</p> <p>15. Can they describe how volcanoes are created?</p> <p>16. Can they describe how earthquakes are created?</p> <p>17. Can they confidently describe physical features in a locality?</p> <p>18. Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</p> <p>19. Can they describe the main features of a well-known city?</p> <p>20. Can they describe the main features of a village?</p> <p>21. Can they describe the main physical differences between cities and villages?</p> <p>22. Can they use appropriate symbols to represent different physical features on a map?</p>	<p>23. Can they explain why many cities of the world are situated by rivers?</p> <p>24. Can they explain how the water cycle works?</p> <p>25. Can they explain why water is such a valuable commodity?</p> <p>26. Can they give extended description of the physical features of different places around the world – including climate zones, biomes and vegetation belts?</p> <p>27. Use knowledge of climate zones to describe the 4 main biomes in the USA.</p>
C. Human Geography	<p>1. Can they begin to explain why they would wear different clothes at different times of the year?</p> <p>2. Can they say something about the people who live in hot and cold places?</p> <p>3. Can they explain what they might wear if they lived in a very hot or a very cold place?</p>	<p>4. Can they describe human features of own locality, such as the jobs people do?</p> <p>5. Can they explain how the jobs people do may be different in different parts of the world?</p> <p>6. Do they think that people ever spoil the area? How?</p> <p>7. Do they think that people try to make the area better? How?</p> <p>8. Can they explain what facilities a town or village might need including using words like factory, office, port, harbour and shop.</p>	<p>9. Can they describe how volcanoes have an impact on people's life?</p> <p>10. Can they confidently describe human features in a locality?</p> <p>11. Can they explain why a locality has certain human features?</p> <p>12. Can they explain why a place is like it is?</p> <p>13. Can they explain why people are attracted to live in cities?</p> <p>14. Can they explain why people may choose to live in a village rather than a city?</p> <p>15. Can they explain how a locality has changed over time with reference to human features?</p> <p>16. Can they find different views about an environmental issue? What is their view?</p> <p>17. Can they suggest different ways that a locality could be changed and improved?</p>	<p>20. Can they explain why people are attracted to live by rivers?</p> <p>21. Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</p> <p>22. Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>23. Can they identify land use in the USA considering types of settlement, economic activity and the distribution of natural resources including energy, food, minerals and water?</p>

			18. Can they identify trade links between different countries including natural resources? 19. Can they compare life in a country of South America with life in the UK?		
D. Geographical knowledge	<ol style="list-style-type: none"> Can they identify the four countries making up the United Kingdom? Can they name some of the main towns and cities in the United Kingdom? Can they point out where the equator, north pole and south pole are on a globe or atlas? Can they use directional language like near, far, left and right? Do they know that Africa is a continent? Can they identify Africa on a world map? 	<ol style="list-style-type: none"> Can they name the continents of the world and find them in an atlas and world map? Can they name the world's oceans and find them in an atlas? Can they name the main cities of England, Wales, Scotland and Ireland? Can they find where they live on a map of the UK? Can they use 4 compass directions (North, South, East and West) to describe the locations of features and plan routes on maps? Can they use and design basic symbols in a key? Can they identify the equator on a world map and make links to the weather there? 	<ol style="list-style-type: none"> Can they name a number of countries in the Northern Hemisphere? Can they locate and name some of the world's most famous volcanoes? Can they name and locate some well-known European countries? Can they name and locate the capital cities of neighbouring European countries? Are they aware of different weather in different parts of the world, especially Europe and Africa? Can they locate the equator, Tropic of Cancer and the Tropic of Capricorn? Can they identify the position of Africa on a world map, referring to the Tropic of Cancer, Tropic of Capricorn, the Equator and the southern hemisphere? Can they use maps, atlases, globes and digital/computer mapping to locate countries in Africa and describe features studied? Can they describe the climate in Africa, referring to the Tropics and Equator? Can they name up to six cities in the UK and locate them on a map? Can they locate and name some different coasts in the UK and Europe? Can they locate and name the main countries in South America on a world map and/or using an atlas? 	<ol style="list-style-type: none"> Can they name and locate many of the world's major rivers on maps? Can they name and locate many of the world's most famous mountain regions on maps? Can they locate the USA and Canada on a world map and atlas? Can they name a number of countries in the southern hemisphere? Can they locate the Arctic and Antarctic Circle? When locating things, can they refer to lines of longitude and latitude? Can they identify the position of the USA on a world map, referring to lines of longitude and latitude? Can they explain how time zones work? Can they refer to the Greenwich Meridian when talking about time zones? Can they understand that the USA has multiple time zones due to its size and location? 	
E. Early Years	Statements from Development Matters		Statements from the Early Learning Goals (EYFS Statutory Framework)		
	Understanding the World	<ol style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. 	Understanding the World	People, Culture and Communities The Natural World	<ol style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Programme of study	<ul style="list-style-type: none"> • Our local area – Scarcliffe including down on the Farm • Weather – including the UK. • Africa 	<ul style="list-style-type: none"> • Bolsover • UK- a more detailed guide • Seaside • Africa 	<ul style="list-style-type: none"> • Chesterfield • Bright lights, big city – mega cities. • Volcanoes • Africa • South America including rainforests 	<ul style="list-style-type: none"> • Mining • Road Trip USA • Anglo-Saxons and Vikings • Ancient Greece • Shackleton’s Journey • WW2
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Useful resources

- www.oddizzi.com
- <https://digimapforschools.edina.ac.uk/>
- Openspace.nearby.org.uk
- Go Jettters – Cbeebies
- In the cupboard next to the first aid cupboard, there are maps and other geography resources that could be helpful.

Implementation

- Geography will be delivered through a topic-based approach.
- One or two topics each year (of a two year rolling programme) will be Geography based.
- Children will build on prior learning to help them get an increasing understanding of the world.
- Pre learning tasks will determine prior learning.
- Learning journeys will be well sequenced and progressive. These will be shared with children.
- Children will get opportunities to ask lots of questions in geography to help develop their curiosity about the world.
- They will access a range of sources to help them challenge stereotypes about places.
- Regular Flashbacks will help children to retrieve and remember their prior learning.
- Vocabulary builders will be used to ensure new vocabulary is introduced and explained.

Vocabulary progression in geography

Words in black are new words, words in red have been taught previously.

Highlighted words are taken directly from the KS1 National Curriculum. N.B. Although there is no explicit list for KS2, this vocabulary list includes all words mentioned in the KS2 curriculum.

Children in all classes should all also be taught the core concepts/vocabulary outlined in the history core concept definition documen.

Class 1	Class 2	Class 3	Class 4
Africa	Bolsover	active (volcano)	Antarctic circle
atlas	campsite	borough	Antarctica
Autumn	Chesterfield	campsite (OS)	Arctic
big	camp site (OS)	Brazil	arid
brick	city	canal	biomes
cartography	climate	cartography	canyon
church	continent	continent	capital
city	country	Chesterfield	capsize
cloud	county	city	climate
cloudy	Derby	climate	coalfield
cold	Derbyshire	culture	coast
Continent	East	Derbyshire	colliery
cottage	England	destination	confluence
country/ies	Equator	disaster	county
Derbyshire	factory	dormant	crevasse
detached	forest	empire	currency
Equator	harbour	Equator	Davy lamp
far	hill	eruption	diverse
farm	human features	Europe	erosion
flats	information (OS)	extinct	floodplain
geography	island	Fairtrade	fossil fuel
globe	lakes	hills	glacier
hot	landmark	human features	groundwater
house	mountains	information centre (OS)	horizon
left	North	latitude	ice cap
map	Northern Ireland	leisure	iceberg
near	ocean	locality	industrial revolution
new	office	longitude	landform
North pole	parking (OS)	market town	landscape
old	physical features	mega city	meander
park	picnic areas (OS)	mountains	mouth
poor	pier	museum (OS)	natural gas
post box	place of worship (OS)	neighbouring	non-renewable energy
pub	port	ordnance survey map	North America
raining	post office (OS)	physical features	pack ice
rich	river	picnic area (OS)	president
right	school	place of historical interest (OS)	Prime/Greenwich Meridian
Scarcliffe	Scotland	place of worship (OS)	renewable energy
school	sea	rainforest	riverbank
season	shop	recreation (OS)	riverbed

Class 1	Class 2	Class 3	Class 4
semi detached	soil	rural	rivers
settlements	South	school (OS)	source
snow	town	South America	Southern Hemisphere
South pole	valley	suburban	state
Spring	vegetation	town	strike
stone	village	town hall (OS)	temperate
Summer	Wales	trade	terrain
sunny	walks or trails (OS)	Tropic of Cancer	time zones
sunshine	West	Tropic of Capricorn	transportation
symbol		tropical	tributary
telephone box		urban	tropical
temperature		village	urbanisation
terraced			vegetation belts
thermometer			
thunder			
town			
United Kingdom			
village			
weather			
windy			
Winter			
woods			
world			