



Our Geography Curriculum



Progression and Skills Overview

Geography

Aims and Intent:

At Holy Cross and All Saints, exciting and creative Geography lessons inspire our children to foster an awareness of the world around them. During their geographical career at Holy Cross and All Saints, children will learn the names of continents, globally significant countries, hemispheres, cities, seas and oceans and flags as they encounter them in Geography lessons and across all areas of the curriculum. They will be able to interpret sources of geographical information including maps, diagrams, globes and atlases and use these to collect data and evidence on geographical processes. They will confidently define some naturally occurring human and physical geographical features and how these vary and change over time. They will become competent in the geographical skills needed to participate in fieldwork studies and interpret a range of geographical sources including maps, atlases, globes and aerial photographs. Our children will develop an understanding of geographical issues affecting our planet; learning how we can be ambassadors and stewards for its conservation.

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 🌐 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 United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

- 🌐 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.

Human and Physical Geography

Pupils should be taught to:

- 🌐 identify seasonal and daily weather patterns in the United Kingdom and 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:
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 🌐 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 🌐 use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- 🌐 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;
- 🌐 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 🌐 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, key physical and human characteristics, countries, and major cities;
- 🌐 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;
- 🌐 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

Pupils should be taught to:

- 🌐 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 and Physical Geography

Pupils should be taught to:

- 🌐 describe and understand key aspects of:
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
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.

Geographical Skills and Fieldwork



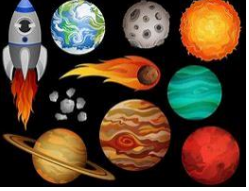
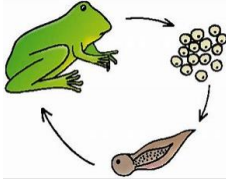






Pupils should be taught to:

- 🌐 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.

Implementation in The Early Years Foundation Stage




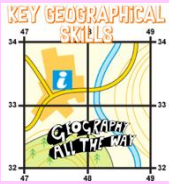

In the Early Years Foundation Stage, Geography is explored through the 'Understanding of the World' Early Learning Goal (ELG), which teaches the children about the natural world, people, places and communities. Through carefully planned topics and provision, the children are encouraged to explore and take note of their environment. Through their topic of homes, they discuss similarities and differences between home and school. Throughout their time in the EYFS, through visits and visitors, the children develop an awareness of different places and people, which encourages our children to become respectful of our world and its surrounding environment. Through observations of children, teachers record children's observations and comments and use these observations to plan and develop future teaching and child-initiated learning activities.

Below is an overview of the topics delivered in our EYFS. Within each topic, teachers carefully plan provision, texts and experiences to develop the children's understanding of the world. An example of texts used include: 'If I Built a House', which encourages children to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 'Charlie's Boat', which enables the children to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter; and Jasper's Beanstalk, which allows the children to explore the natural world around them, making observations and drawing pictures of animals and plants.

<p>Unit 1 What is magical about me and my family?</p> 	<p>Unit 2 What makes a house a home? Are all homes the same as mine?</p> 	<p>Unit 3 What would I see if I travelled from Earth into Space?</p> 	<p>Unit 4 How do plants and animals change and grow?</p> 	<p>Unit 5 What amazing animals will I see in different places around the world?</p> 
<p>Unit 6 What might I see swimming under the sea?</p> 	<p>Unit 7 How can I travel and explore my world?</p> 	<p>Unit 8 How do heroes and superheroes make the world a better place?</p> 	<p>Unit 9 (ongoing) How does the weather and my environment change through the Seasons?</p> 	<p>Unit 10 (ongoing) How do people celebrate through our world?</p> 

(Early Learning Goals/Development Matter Statements linked to Geography)
Understanding of the World
 Children will be developing their ability to;

- ☛ 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 different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- ☛ Children will continue to develop positive attitudes about the differences between people.
- ☛ Draw information from a simple map
- ☛ Understand that some places are special to members of their community.
- ☛ Recognise some similarities and differences between life in this country and life in other countries.
- ☛ 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
- ☛ Explore the natural world around them, making observations and drawing pictures of animals and plants;
- ☛ Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- ☛ Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

<p>Implementation in Key Stage 1 Geography is taught on a two-year cycle in Key Stage One. Over the two-year cycle, children develop knowledge about the world, the United Kingdom and their locality. They begin to understand basic subject-specific vocabulary relating to human and physical geography and begin to use a range of sources to acquire geographical skills, including first-hand observations, use of local maps, atlases, ariel photographs etc. They begin to record their knowledge and understanding using simple charts, tables and by making observation and simple field sketches.</p>	<p>Locational Knowledge</p> 	<p>Place Knowledge</p> 	<p>Human and Physical Geography</p> 	<p>Geographical Skills and Fieldwork</p> 	<p>Fieldwork Opportunity and Enrichment</p> 
--	---	---	--	---	--

How is our Kingdom United?

NC: To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. To use world maps, atlases and globes to identify the United Kingdom and its countries. To use simple compass directions and locational/directional language to describe a



location on a map.

What clothes will I pack to travel around the world? (Seven Continents)

NC: To name and locate the seven continents and five oceans. To learn about the location of hot and cold areas of the world in relation to the Equator and the North and South poles.



Can I be a National Weather reporter?

NC: To identify seasonal and daily weather patterns in the United Kingdom. To use vocabulary related to seasons and weather.



Would I really like to live beside the seaside?

(Local area comparison)

NC: To use simple fieldwork and observational skills to study the geography of their school. To devise a simple map using basic symbols. To use aerial photographs to recognise human/physical features and landmarks including; beach, cliff, sea etc.



What would I see if I travelled to a town/village in India?

NC: To understand the similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting Non- European country.



Name and locate local town and find where they live on a map of the United Kingdom

Know and locate the address at which they live.

Name and locate the four countries of the UK

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Name and locate the world's seven continents and five oceans.

Explain how the weather changes throughout the year and name the seasons

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 non-European country (India).

Describe a place outside Europe using geographical vocabulary

Explain some of the main things that are in hot and cold places

Explain the clothes that I would wear in hot and cold places

Explain how an area has been spoilt or improved and give reasons

Explain how jobs may be different in other locations

Say what they like and do not like about the place they live

Say what they like and do not like about a different place

Use basic Geographical vocabulary to refer to physical and human features of their school and its grounds and of the surrounding environment.

Identify seasonal/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.

Identify seasonal/daily weather patterns in the UK

Use basic Geographical vocabulary related to weather and key physical features (season, weather)

Describe some of the features of an island

Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop).

Name and locate local town a map of the United Kingdom

Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.

Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. 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.

Keep a weather chart and answer questions about the weather

Collect and measure information e.g., rainfall and temperature

Use world maps, atlases and globes to identify the United Kingdom and its countries.

Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.

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.

Local Area Walk

Use simple fieldwork and observational skills to study the geography of their school and its grounds.

Trip to local seaside Lytham St Annes/Formby

Local Area Walk

Themed India day, where visitors can come and talk to the children about life in India. Children experience Indian music, dance, culture and foods from different regions.

Implementation in Lower Key Stage 2
 Geography is taught on a two-year cycle in Lower Key Stage Two. Over the two-year cycle, children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. They will use a range of sources to acquire geographical skills including arial photographs, maps, atlases, globes etc and record their knowledge and understanding in a wide variety of ways including the use of ICT.


Locational Knowledge



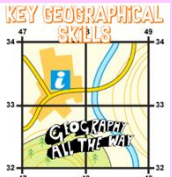
Place Knowledge




Human and Physical Geography



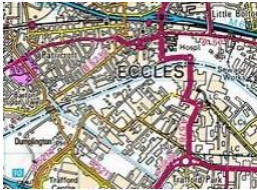
Geographical Skills and Fieldwork



Fieldwork Opportunity and Enrichment



How well do I know where I live?
 NC: To name and locate countries and cities (including Salford) of the United Kingdom, geographical regions, and their identifying human and physical characteristics, key topical features including, (hills, mountains, coasts, rivers and canals) and land use patterns and understand how some of these have changed over time. To use



the eight points of a compass, four figure grid references, symbols and keys (ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.



Would you rather settle in a villages, a towns or a city?
 Local Study: Compare Monton, Eccles and Salford and or Manchester and compare human and physical features. Use field work to observe, measure, and record the human and physical features in the local area using a range of methods, including sketch maps, plan and digital resources.



Where are the worlds rainforests and why do they need protecting?

NC: To locate the worlds countries (South America) using maps to focus on their environmental regions, key physical and human characteristics. To identify the position of longitude, longitude, Equator, Northern/Southern Hemispheres, the Tropics of Cancer and Capricorn. To describe physical/human geography including climate zones, biomes and vegetation belts, types of land use and the distribution of natural resources such as energy, food, minerals and water.



Locate the world's countries, using maps to focus on Europe (inc. the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.

Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.

Locate the world's rainforests.

Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.

Name and locate some of the main islands that surround the United Kingdom.

Name and locate countries, cities, towns and villages of the UK, geographical regions and their identifying human and physical characteristics.

Understand geographical similarities and differences through studying the human and physical geography of a region of the UK (Eccles) with the Amazon region of South America.

Understand geographical similarities and differences through studying the human and physical geography of a region of the UK (Local Area – Eccles)

Understand geographical similarities and differences through studying the human and physical geography of three regions of the UK (a village, a city and a town).

Explain why people may choose to live in one place rather than another

To use geographical vocabulary to describe a place including physical and human geographical features including climate zones, biomes and vegetation belts, types of land use and the distribution of natural resources such as energy, food, minerals and water.

Describe and understand key aspects of: Physical geography including key topographical features (*inc hills, mountains, coasts, rivers*) and land patterns; and understand how some of these aspects have changed over time.

Explain why people may choose to live in one place rather than another

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate cities, countries and describe features studied.

Learn the eight points of a compass, and four-figure grid references.

Plan a journey to a place in England.

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 and graphs, and digital technologies.

Use the eight points of a compass, four-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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Local Area Walk – Eccles or Monton (town)

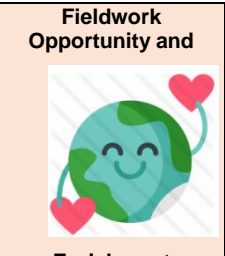
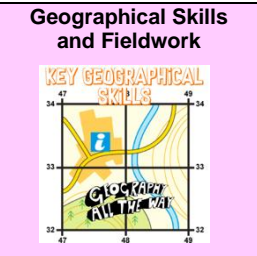
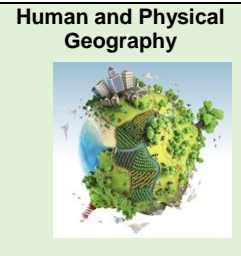
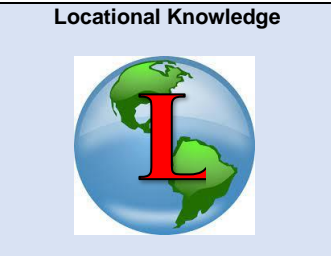
Use maps, fieldwork and observational skills to study and record human and physical features on their walk of the local area.

Estate Agent Challenge
 Split the class into three teams. Each has a house to sell in Monton, Eccles, Lymm or Salford/Manchester. Each has to create a pitch, selling the advantages of living in each place. Teacher decides which house to buy.

Planning a City of Manchester Tour
 Plan a school trip to Manchester travelling by bus or tram. Study maps and calculate distance, bus and tram routes, key map symbols of human features and places of interest.

Eden Project Rainforest Workshop
<https://www.edenproject.com/learn/schools/virtual-school-workshops>

Implementation in Upper Key Stage 2
 Geography is taught on a two-year cycle in Key Stage Two. Over the two-year cycle, children extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will use their geographical knowledge, understanding and skills confidently to enhance their locational and place knowledge and record their knowledge and understanding in a variety of ways including the use of ICT.



What will I see if I backpack around Europe?
 NC: To locate the world's countries, using maps to focus on Europe (including the location of Russia) key physical and human characteristics, countries, and major cities. To 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.



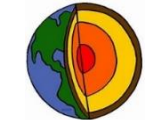
Where does the water we drink come from?
 NC: To use maps, atlases, globes and digital mapping to locate the world's mountain and rivers and explore their uses including the distribution of natural resources including energy, minerals and water. To describe and understand physical/human geography including rivers, mountains and the water cycle.



What human and geographical features put Salford and Eccles on the map?
 NC: Use all eight points of a compass, four and six figure grid references, symbols and keys (ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.



What causes extreme environments and natural disasters in our world?
 NC: To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.



What affects our world's seas and oceans?
 NC: To use maps, atlases, globes and digital mapping to locate the major seas and oceans of the world and significant bodies of water. Use the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones to explore the similarities and differences between them and how oceans move/tides are formed.

Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.

Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.

On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.

To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

To use maps, atlases, globes and digital mapping to locate the major seas and oceans of the world and significant bodies of water.

Use the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones to explore the similarities and differences between them and how oceans move/tides are formed.

Compare a region in UK with a region in Europe with significant differences and similarities.

Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.

Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.

Human geography including trade between UK and Europe

To use maps, atlases, globes and digital mapping to locate the world's mountain and rivers and explore their uses including the distribution of natural resources including energy, minerals and water.

To describe and understand physical/human geography including rivers, mountains and the water cycle.

Describe and understand key aspects of: Human geography including types of settlement and land use, economic activity.

To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.

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 and graphs, and digital technologies

Use all eight points of a compass, four and six figure grid references, symbols and keys (ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.

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 and graphs, and digital technologies

Europe Day
 Children experience a range of different activities throughout the day based on key countries to visit across Europe. Invite different European visitors into school to talk about their country. Set up different foods, dancing, musical instruments,

Race Across Europe
 In teams, children plan a race across Europe, with a budget. They have to record distances and costs for travel and travel to six different countries before returning home. The team who travel the furthest for the least cost win the Backpackers of the Class Award.

Trip to a water treatment centre.