



Geography

Purpose of Study

Park Street School's Geography curriculum is designed to be worthwhile, suitably challenging and above all motivating and interesting to pupils. They will develop an understanding of themselves as global citizens and the importance of understanding other cultures and the importance of caring for the planet. It is based on teaching pupils three forms of geographical knowledge that interlink and are mutually dependent. "Core knowledge" gleaned and created from information communicated in globes and atlases - in essence the knowledge is like the vocabulary that pupils learn with a new language. "Content knowledge" developed through the understanding of concepts and generalisations, enabling pupils to identify processes, different perspectives and values. - it could be identified as the grammar of a new language. The third area is "Procedural knowledge" which is the experience of high quality geographical enquiry - pupils having the opportunity to make decisions and problem solve. Pupils should have the opportunity to engage mentally with questions about people, society, environment and the planet. This means they identify, assimilate, analyse and communicate data of various kinds, and learn the skills to do so productively. This will often entail using information technology - manipulating maps, diagrams, graphs and images (sometimes referred to collectively as 'graphicacy') - structured talk and debate and writing for a variety of audiences.

This purpose of study reflects the Geographical Association's recommendations for a curriculum.

Key Principles and Approaches to the learning

Questioning; learning is about asking and answering questions. Questions focus attention, rouse curiosity and interest, elicit views and stimulate discussion.

Challenge: challenge pupils to speculate, to debate, to make connections to select, to prioritise, to persist in tackling real issues and important questions

Depth: real knowledge demands study in depth. Children's expertise and confidence develop as a result of deep knowledge.

Authenticity: We do not need to give children "Mickey Mouse" versions of what we want them to learn. Challenge them with authentic materials.

Economy: children will learn more with a few well-chosen resources which they can focus on than from an unstructured jumble.

Accessibility: make learning accessible to all children by starting with what they know and can do and building on that. Find a key- something they can identify with, which will unlock the door to engagement and learning.

Communication: essential for consolidating learning and giving it purpose. Give children the opportunity to communicate with a real audience.

Key Areas of Learning include Location and Place Knowledge, Human and Physical geography, Geographical skills and Fieldwork.



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Year A Year B **Class 3** Class 4

Key Stage 1		Key Stage 2	
Geographical skills and fieldwork			
National Curriculum Study Focus <ul style="list-style-type: none"> • 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 - Brilliant Britain, Oceans, Seas and Pirates, Dragons and Giants • 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 Oceans, Seas and Pirates, Deep in the Woods • 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 Oceans, Seas and Pirates, Our Victorian School, Deep in the Woods • 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 Our Victorian School 		National curriculum Study focus <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Off to Europe, Brilliant Britain, Historic Cambridge, Rainforests, Fighting for Freedom, Our World: America, Earth and Space • use the 8 points of a compass, 4- and 6-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 Brilliant Britain • 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. Brilliant Britain 	
Location and Place Knowledge			
Years 1 /2		Years 3/4	
<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans Oceans, Seas and Pirates, Penguins, Possums and Polar Bears • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom 		<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) Off to Europe, Fighting for Freedom and North and South America, Our World: America and Mountains, Rainforests 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, 	



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<p>and its surrounding seas Brilliant Britain, Dragons and Giants</p> <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 contrasting non-European country Brilliant Britain – Lake District/Isle of Struay compared to children’s choice of African or Asian country or island. Penguins, Possums and Polar Bears 	<p>mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time A Street through Time, It’s magic, Brilliant Britain, Fighting for Freedom</p> <ul style="list-style-type: none"> 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) Rainforests, Earth and Space understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Brilliant Britain - coast), a region in a European country (Our World: Off to Europe, Romans, Italy and Volcanoes), and a region within North or South America (<i>Our World: America</i>) 	
<p>Detailed suggested progression</p>		
<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world’s seven continents and five oceans.</p> <p>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</p> <p>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 concentrating on islands and sea sides</p>	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Off to Europe</p> <p>Locate and name the main counties and cities in England. – Brilliant Britain</p> <p>Compare 2 different regions in UK rural/urban – Brilliant Britain</p> <p>Identify capital cities of Europe. Off to Europe</p> <p>Locate and name the countries making up the British Isles, with their capital cities. Brilliant Britain</p> <p>Identify longest rivers in the world Rainforests, largest deserts, highest mountains.</p> <p>Compare with UK. Brilliant Britain</p>	<p>Locate the main countries in Europe (revision from Class 3) and North or South America <i>Our World: Off to America</i>. Locate and name principal cities.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use. <i>Fighting for Freedom</i></p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day – Earth and Space</p> <p>Linking with local History, map how land use has changed in local area over time.</p>



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	<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in/around Cambridge.</p> <p>Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</p> <p>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.</p>	<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities.</p> <p>Understand some of the reasons for similarities and differences.</p>
Human and Physical Geography		
Years 1/2	Years 3/4	Years 5/6
<ul style="list-style-type: none"> 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 – Weather Experts, Penguins, Possums and Polar Bears use basic geographical vocabulary to refer to: 	<p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes (<i>Earth in Space</i>) and vegetation belts Rainforests , rivers (Rainforests and Egyptians), mountains (<i>Our World: America</i>) , volcanoes (Romans, Italy and Volcanoes) and earthquakes (<i>Earth in Space</i>) , and the water cycle (Brilliant Britain) 	



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<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>All units, All units</p>	<ul style="list-style-type: none"> 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 (Rainforests, A Street through Time, Brilliant Britain, Mayan, Our World: America) 	
<p>Detailed Suggested Progression</p>		
<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ☑ key physical features, including: forest, hill, mountain, soil, valley, vegetation,. ☑ key human features, including: city, town, village, factory, farm, house, office. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ☑ 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 	<p>Describe and understand key aspects of:</p> <p>Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there?</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p> <p>Describe and understand key aspects of :</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy</p>



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Geographical Skills and Fieldwork		
Years 1 /2	Years 3/4	Years 5/6
<p>National Curriculum:</p> <ul style="list-style-type: none"> • 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 Brilliant Britain and Dragons and Giants ▪ 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 Our Victorian School, Oceans, Seas and Pirates 	<p>National Curriculum:</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Our World: America, Off to Europe, Brilliant Britain, Rainforests, Fighting for Freedom. ▪ 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 A Street through time, Brilliant Britain ▪ 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. Our local area – historic Cambridge, Brilliant Britain. 	
<p>Gather information Use basic observational skills – all units Carry out a small survey of the local area/school Draw simple features – Our Victorian School Ask and respond to basic geographical questions Ask a familiar person prepared questions – We are World Explorers, Penguins, Possums and Polar Bears Use a pro-forma to collect data e.g. tally survey – Our Victorian School</p> <p>Sketching</p>	<p>Gather information Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology</p> <p>Sketching</p>	<p>Gather information Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements</p> <p>Sketching Evaluate their sketch against set criteria and improve it</p>



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<p>Create plans and draw simple features in their familiar environment - Add labels onto a sketch map, map or photograph of features Deep in the Woods, Our Victorian School, Oceans, Seas and Pirates Audio/Visual Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen – Weather Experts</p>	<p>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction Audio/Visual Select views to photograph Add titles and labels giving date and location information Consider how photo's provide useful evidence use a camera independently Locate position of a photo on a map</p>	<p>Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns Audio/Visual Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images</p>
<p>Detailed mapwork skills</p>		
<p>Using maps</p> <ul style="list-style-type: none"> • Use a simple picture map to move around the school • Use relative vocabulary such as bigger, smaller, like, dislike • Use directional language such as near and far, up and down • Follow a route on a map • Use simple compass directions (North, South, East, West) • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • down, left and right, forwards and backwards <p>Deep in the Woods, Our Victorian School, Oceans, Seas and Pirates</p>	<p>Using maps</p> <ul style="list-style-type: none"> • Follow a route on a map with some accuracy • Locate places using a range of maps including OS & digital • Begin to match boundaries (e.g. find same boundary of a country on different scale maps) • Use 4 figure compasses, and letter/number co- • Follow a route on a large scale map • Locate places on a range of maps (variety of scales) • Identify features on an aerial photograph, digital or computer map 	<p>Using maps</p> <ul style="list-style-type: none"> • Compare maps with aerial photographs • Select a map for a specific purpose • Begin to use atlases to find out other information (e.g. temperature) • Find and recognise places on maps of different scales • Use 8 figure compasses, begin to use 6 figure grid references • Follow a short route on a OS map • Describe the features shown on an OS map • Use atlases to find out data about other places • Use 8 figure compass and 6 figure grid reference accurately • Use lines of longitude and latitude on maps



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Map knowledge

- Use world maps to identify the UK in its position in the world. - [Oceans, Seas and Pirates](#), [Penguins, Possums and Polar Bears](#), [We are world Explorers](#), [Brilliant Britain](#)
- Use maps to locate the four countries and capital cities of UK and its surrounding seas [Brilliant Britain](#), [Dragons and Giants](#)
- Locate and name on a world map and globe the seven continents and five oceans. [Oceans, Seas and Pirates](#), [Penguins, Possums and Polar Bears](#), [We are world Explorers](#)
- Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles [Penguins, Possums and Polar Bears](#)

Making maps

- Draw basic maps, including appropriate symbols and pictures to represent places or features
- Use photographs and maps to identify features
- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)
- Use and construct basic symbols in a key

[Deep in the Woods](#), [Our Victorian School](#), [Oceans, Seas and Pirates](#)

- Begin to use 8 figure compass and four figure grid references to identify features on a map
- ordinates to identify features on a map

Map knowledge

- Locate the UK on a variety of different scale maps
- Name & locate the counties and cities of the UK
- Locate Europe on a large scale map or globe,
- Name and locate countries in Europe (including Russia) and their capitals cities

Making maps

- Try to make a map of a short route experiences, with features in current order
- Create a simple scale drawing
- Use standard symbols, and understand the importance of a key
- Recognise and use OS map symbols, including completion of a key and understanding why it is important
- Draw a sketch map from a high viewpoint

Map knowledge

- Locate the world's countries, focus on North & South America
- Identify the position and significance of lines of longitude and latitude
- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages

Making maps

- Draw a variety of thematic maps based on their own data
- Draw a sketch map using symbols and a key,
- Use and recognise OS map symbols regularly
- Draw plans of increasing complexity
- Begin to use and recognise atlas symbols