



Sequence of Learning – Geography

Learning for the Head, Heart and Hand



At Lady Joanna Thornhill Primary School, we believe that our approach to the Geography curriculum is perfectly aligned with our four key values of collaboration, curiosity, compassion and resilience. Our vision is for every child to leave us with the investigation and enquiry skills required to be an excellent geographer underpinned with the knowledge and understanding of deeper geographical concepts. An interest in Geography should be life-long and the skills developed are transferable to a wealth of other curriculum areas.

Our Geography curriculum supports learning for the head, heart and hand.

Geography for the Head:

We want your child to acquire an understanding of the world by asking and answering questions and going on to find out about the earth and the effects of human activity upon it. We want them to think about unresolved issues, people, cultures and natural environments and how they as individuals are part of our world.

Geography for the Heart:

We want them to experience the excitement of Geography, fostering and inspiring their natural curiosity and fascination. We encourage them to appreciate the similarities and differences they encounter when finding out about the diverse nature of people and places. We hope they feel motivated to learn and persevere and enjoy exchanging ideas and opinions.

Geography for the Hand:

We want your child to gain a sense of the real world brought into the classroom whilst providing the opportunities to be outside and investigating. Fieldwork provides the opportunity to explore and venture outdoors to see geographical processes in action – going, seeing and doing in collaboration with their peers – in other words, real world learning of their surroundings first-hand.

Age-related Statutory Coverage

Early Learning Goal	Key Stage One	Key Stage Two
<u>People, Culture and Communities</u> – Pupils should be taught to: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and 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; - 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.	Pupils should be taught to: Locational knowledge - 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 - 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 - 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: - 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: 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, 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 - 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 - describe and understand key aspects of:

	• 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 Geography – key stages 1 and 2 3 • 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.	• 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 Geography – key stages 1 and 2. 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.
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Learning Journey - Geography



Learning for the Head, Heart and Hand



Foundation				
	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 1	Pupils understand how some places are links to other place e.g. roads or trains.	Pupils can name, describe and compare familiar places with other places in the local area. They know about some changes in the local environment e.g. school and suggest ways to improve this.	Pupils can describe seasonal weather changes.	Pupils can ask simple geographical questions e.g. What is it like to live in this place? They can use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area e.g. large scale, pictorial etc and make simple maps. Children can use locational and directional language to describe the location of features and routes.
Year 2	Pupils can name and locate the world's seven continents and five oceans. Children can name, locate and identify characteristics of the four countries and capital cities of the UK and the surrounding seas.	Pupils understand the main human and physical similarities and differences between a small area of the UK and a contrasting non-European country.	Pupils can 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.	Pupils can use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. They use simple compass directions (North, South, East and West) and locational and directional language

			Use basic vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Pupils use basic vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	to describe the location of features and routes on a map. Children can 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. They can 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.
Year 3	Pupils can identify counties within the UK and the key topographical features. They can name and locate cities of the UK	Pupils recognise there are similarities and differences between urban and rural locations.	Pupils can identify physical and human features of the locality. They can explain weather patterns around the UK and parts of Europe.	Pupils can ask and respond to geographical questions e.g. Describe the landscape. Why is it like this? How is it changing? They can analyse evidence and draw conclusions e.g. Make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc. Children recognise that different people hold different views about an issue and begin to understand some of the reasons why. They can communicate findings in ways appropriate to the task or for the audience.

				Children understand and use a widening range of geographical terms e.g. meander, floodplain, location, industry, transport, settlement, water cycle etc. Pupils can use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. Children can make more detailed fieldwork sketches/diagrams and use fieldwork instruments e.g. camera, rain gauge. They can use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. Pupils can use four figure grid references and use an 8 points of a compass. Also pupils can make plans and maps using symbols and keys.
Year 4	Pupils can recognise shapes of continents with a focus on Europe and some of its countries (including Russia). They demonstrate knowledge of features about places around him/her and beyond the UK, and how this	Pupils demonstrate knowledge of the wider context of places - region, country. They understand why there are similarities and differences between places.	Pupils can describe human features of UK regions, cities and/or counties. They understand the effect of landscape features on the development of a locality.	Pupils understand and use a range of geographical terms e.g. contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. They can measure straight line distances using the appropriate scale.

	can have an effect on quality of life.		The children can describe how people have been affected by changes in the environment (explain about key natural resources e.g. water in the locality). Pupils can also explore weather patterns around parts of the world.	They can explore features on OS maps using 6 figure grid references. Draw accurate maps with more complex keys. Pupils can also plan the steps and strategies for an enquiry.
Year 5	Pupils recognise the different shapes of countries. Identify the physical characteristics and key topographical features of the countries within North America. They can identify and describe the significance of the GMT, times zones and day and night. The children know location of: capital cities of countries of British Isles and UK, seas around UK, EU countries with high populations and large areas and the largest cities in each continent.	Pupils can compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.	Pupils understand weather patterns around the world and relate these to climate zones. They know how rivers erode, transport and deposit materials. Children also know about the physical features of coasts and begin to understand erosion and deposition. They understand and know about human effects on world environments over time. Children also understand why people seek to manage and sustain their environment.	Pupils understand and use a range of geographical terms e.g. climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
Year 6	Pupils can locate the world's countries, using maps to focus on Europe (including	Pupils understand human and physical similarities and	Pupils can describe and understand key aspects of physical geography, including: climate zones, biomes	Pupils use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

	Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. They know location of counties and cities of UK, key topographical features and land-use patterns. Understand how this has changed over time. Children can identify the position 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.	differences between a region of the UK, a region in a European country and a region within North or South America.	and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. They can describe and understand key aspects of 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.	Children can use the eight points of a compass, four and six-figure grid references, symbols and key (OS maps) to build knowledge of the UK and the wider world. They can 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. Pupils understand and use a widening range of geographical terms e.g. urban, rural, land use, sustainability, tributary, trade links etc. Use maps, charts etc. to support decision making about the location of places e.g. new bypass.
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