St. Andrew's CEP School

Growing in Faith, Hope and Love

St. Andrew's Primary School – Geography Curriculum

Purpose of Study	• A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. • Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. • Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims	• To 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.
	• To 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.
	• To be 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.

Curriculum Design	The St. Andrew's Geography Curriculum explicitly sets out the substantive and disciplinary knowledge children will learn in each lesson to ensure there is clear interplay between the types of knowledge. To support schema development, lessons are sequenced to build on prior learning with each lesson having clearly defined knowledge to revisit. The St. Andrew's Geography Curriculum has been designed accounting for geographical location. In EYFS and Year 1, children begin by learning about their local area. This progresses to the UK when children move into year 2. In KS2, the topics children cover build on their prior knowledge with them learning about the wider world, giving children opportunities to compare and contrast locations. Key themes run throughout the curriculum including human and physical geographical features and climate change. The teaching of geographical skills is progressive from EYFS to Year 6 and every year group teaches the geographical skills alongside the substantive knowledge.

Personal Development Links						
						
	RESPECT	SMSC	Rights Respecting	British Values	Scarf	Trips & Visits

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Topic Overview

	HT1	HT2	HT3	HT4	HT5	HT6
EYFS		Seasons and Celebrations How does the weather change throughout the year?	Things with Wings How do people move around the world?		Discovering the UK What makes different areas of the UK unique?	Explorers How are places around the world different to the UK?
Year 1		Local Area – Wilmslow What makes Wilmslow a popular town to live in?				Seaside What are the key human and physical features of a coastal area?
Year 2		UK – London Why is London our capital city?				Rainforests What are the similarities and differences between the rainforest and Macclesfield Forest?
Year 3		UK – Settlements What impacts where humans settle?				Climate Zones How do climate zone affect land use?
Year 4		Mountains and Rivers – UK, Europe and the wider world including water cycle How does the location of rivers and mountains impact human life?				How do coasts and coastal towns change over time?
Year 5		Earthquakes How does the formation of the earth result in earthquakes?				Volcanoes What impact do volcanoes have on the lives of humans?
Year 6		Biomes and Vegetation Belts How are biomes impacted by climate change?	World Trade What impacts how goods travel around the world?			

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Key Themes in Geographical Knowledge				
Impact of human activity	Settlements and land use	Impact of physical geography on humans	Changes overtime	Similarities and differences

Year 3

Year 3 HT2 – Settlements (UK)

What impacts where humans settle?

	Step 1	Step 2	Step 3	Step 4	Step 5	Curriculum Enrichment
Revisit of prior knowledge	Retrieve the 7 continents.	Revisit the four compass directions. Revisit the different types of settlements.	Revisit the countries of the UK and the capital cities. Revisit the different types of settlements in the UK.	Retrieve the names of the different oceans. Retrieve meaning of urban and rural.	Revisit features of a map including a key.	
Lesson sequence	Children learn what **settlements** are and that they are a type of human geography. They learn about the types of settlements in the UK; **hamlet, village, town** and **city**.	Identify different settlements in the UK that have different functions; holiday resort, market town, port, industrial town. Locate a type of each settlement in the UK: Port – Liverpool Market town – Macclesfield Resort – Llandudno Industrial city – Manchester Residential town – Wilmslow	Talk to the children about how the UK is an island and space is limited. Children list different ways in which land is used in the UK (housing, healthcare, factories, education, farming, transport, recreation, leisure, retail, business). Children think about how **urban and rural areas** use land differently. Identify whether UK is mostly urban or rural using Google Earth. Make a list of **land use** in rural and urban areas.	Children learn about the essential, desirable and unwanted features of a settlement. Children learn how to draw a map with a key. They are to then draw a map of settlement that includes essential and desirable features and no undesirable features.	Why are cities growing larger and larger? Discuss why people might want to move to a city from the countryside (jobs, facilities, opportunity). Explain that these are called **pull factors**. Then think about the forces they might drive people out of the countryside (natural disasters, conflict, lack of opportunity). Explain these are called **push factors**.	

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			Identify the ones we might find in both areas. Look at population maps of the UK. Using maps and atlases label some major cities and some less populated areas. Why do they think these areas are less populated?			

Knowledge

Substantive knowledge

	Personal Development	Locational Knowledge	Place Knowledge	Environmental, Human and Physical Geography	Geographical skills and fieldwork
1				Settlements are places where people live and sometimes work. They can be small or large depending on how many people live there. There are different types of settlements: **Hamlet** – a very small settlement with just a group of houses. **Village** – has houses, a primary school, a few shops, a Post Office and a village hall. **Town** – is larger than a village, with lots of houses, primary and secondary schools and sometimes railway stations and shopping centers.	

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			[redacted]	**City** – is the largest type of settlement with lots of buildings and people, hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.	[redacted]
		Disciplinary Knowledge			
		Observing and Measuring	**Analysing and Evaluating**	**Recording and Presenting**	
		Photographs are a type of evidence and data that we can analyse. These can show changes over time.	Enquiry questions set out what you want to find out in your geographical investigation. Evidence is a fact or piece of information that helps prove that something is or is not true.	[redacted]	
	2	   	Liverpool has a port Macclesfield is a market town Llandudno is a seaside resort Manchester is an industrial city Wilmslow is a residential town	[redacted]	Settlements have different functions: **Ports** – for transporting goods **Market towns** – when local farmers sell goods **Resorts** – for people to go on holiday **Industrial towns** – where materials are made into goods **Residential town** – a place where people will live but will travel to work somewhere else	You can use aerial photographs to identify different settlement functions. - Houses are usually in rows - Schools suggest a residential area - Industrial buildings are usually bigger and white or grey in colour - Names of building give clues as to what the land is used for
		Disciplinary Knowledge			
		Observing and Measuring	**Analysing and Evaluating**	**Recording and Presenting**	
		Photographs are a type of evidence and data that we can analyse. These can show changes over time.	Regions in the UK are not all the same. Regions have different human and physical features because of their location.	[redacted]	

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	3		**Urban areas –** space is used for towns and cities. **Rural areas –** space is mostly countryside and farmland. The UK is mostly rural.	The UK is an island and space is limited.	In the UK, Land is used for: • Housing • Farming • Recreation • Healthcare • Factories • Education • Transport • Leisure • Retail • Business **Urban areas use land for:** Housing, healthcare, factories, education, transport, leisure, retail and business. **Rural areas use land for:** Farming, housing, recreation, leisure	Google Earth is a geobrowser that represents Earth as a 3D globe. You can use Google Earth to identify rural and urban areas.

Disciplinary Knowledge		
Observing and Measuring	**Analysing and Evaluating**	**Recording and Presenting**
You can use Google Earth to observe the features of a location.	Regions in the UK are not all the same. Regions have different human and physical features because of their location. Using a range of different types of information e.g. pictures, maps, climate data can help us to avoid having misconception and ideas that are stereotypes about a place.	

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	4	[redacted]	[redacted]	There are essential and desirable features of a settlement. Essential – shelter, water, food, electricity Desirable – healthcare, fuel supply, education, entertainment, green spaces, transport, factories, shops, Unwanted – prone to flooding, exposed to weather	A map is a two dimensional drawing of any area A map shows us land and sea. A map can help us find countries and cities. Countries have defined borders and these are shown on a map. Maps have a key that shows what different symbols/lines/colours represent. A population map tells you how many people live in a specific area. 

Disciplinary Knowledge

Observing and Measuring	Analysing and Evaluating	Recording and Presenting
You can investigate how many people live in a location by looking at a population map. 	Human and physical features of a place can change over time.	[redacted]

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	5		[redacted]	People move to a city from the countryside for jobs, facilities, and greater opportunities. These are called pull factors. Factors that drive people out of the countryside are natural disasters and lack of opportunity. These are called push factors. Push and pull factors of a settlement can change over time.	[redacted]
		Disciplinary Knowledge			
		Observing and Measuring	**Analysing and Evaluating**	**Recording and Presenting**	
		[redacted]	You should use a range of different types of information (e.g. pictures, maps, climate data) when carrying out an enquiry. This increases the validity of your findings.	You can sort information you have collected using a Venn diagram. A Venn diagram uses circles to show the relationship between things (link with science curriculum). 	
	Trip		[redacted]		

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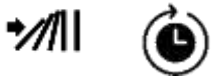
Year 3 HT6 - Climate Zones

How do climate zone affect land use?

	Step 1	Step 2	Step 3	Step 4	Step 5	Curriculum Enrichment
Revisit of prior knowledge	Retrieve continents and oceans. Retrieve what the equator is.	Retrieve what weather is like in a rainforest and a forest in the UK.	Retrieve what a climate zone is. Retrieve what a tropical, temperate and polar climate are.	Retrieve what a climate zone is. Retrieve what an arid, mountainous and Mediterranean climate are.	Retrieve the six different climate zones.	
Lesson sequence	Introduce the lines used to locate places on a map. Children learn how to search for places in an atlas. Children find and describe the location of Mexico, Alaska, Columbia and Spain.	Children to understand the meaning of a climate zone. Children to look at the following climates: • Tropical • Temperate • Polar Children to find the following places on a map: • Columbia (tropical) • UK (temperate) Antarctica (polar) 	Children to understand the meaning of a climate zone. Children to look at the following climates: • Arid • Mountainous • Mediterranean Children to find the following places on a map: • Mexico (arid) • Spain (Mediterranean) • Himalayas in Asia (mountainous) 	Children to compare a Polar and Mediterranean climates (Alaska and Spain) in terms of: • Location • Physical geography • Weather (average) • Land use 	Children look at global warming and how climates zones are being affected by this. What is climate change? How do we know the Earth is getting warmer? It doesn't feel hotter where I live, why does climate change matter? Children to look at data, graphs and digital technology to collect data and present in a graph. 	

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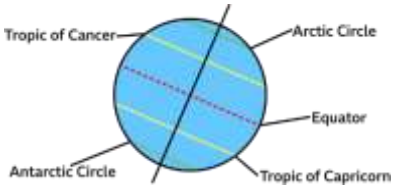
Knowledge

Substantive knowledge

Personal Development	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
1	**We use imaginary lines to help locate where a place is in the world. These lines are:** **Equator** **Tropic of Cancer** **Tropic of Capricorn** **Arctic Circle** **Antarctic Circle**  **Northern Hemisphere** – the half of Earth that is north of the Equator. **Southern Hemisphere** – the half of Earth that is south of the Equator.			An atlas is a 2D representation of a globe.

Disciplinary Knowledge

Observing and Measuring	Analysing and Evaluating	Recording and Presenting
You can describe the location of places in the world using the lines for the: Equator Tropic of Cancer Tropic of Capricorn		

		Arctic Circle Antarctic Circle. You can use an atlas to find out about different places in the world. They include different types of maps showing human and physical features of the world. A globe can give you a better understanding of a location than using a map as its spherical shape represents surface features, direction and distances more accurately.	[redacted]		
	2		[redacted]	Climate is a description of the average weather conditions in a certain place for the past 30 years. Different areas of the world have different climates. We call these climate zones. **Tropical climate**– high temperature rainfall and humidity all year, some areas may have a wet and dry season. **Temperate climate**– vary greatly at different times of the year, with four distinct seasons. **Polar climate –** temperatures below freezing and can reach -60°c in winter.	A map can help us find countries and cities. We use keys to find human and physical features. Maps show us differences in physical geography Climate maps show weather patterns in different areas such as temperature and rainfall. Climate maps use colours to represent different climate zones.

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		Disciplinary Knowledge			
		Observing and Measuring	**Analysing and Evaluating**		**Recording and Presenting**
		You can investigate weather patterns (e.g. temperature and rainfall) of different locations by looking at a climate map. 	Countries across the world have different climates because of their location.		[redacted]
	3	[redacted]		**Arid climate**– lack natural water sources, with little rainfall, very dry and hot. **Mediterranean climate**– long, warm, dry summers and wet winters. **Mountainous climate**– different climate to their surrounding areas, temperature om mountains become colder the higher the altitude gets, can have much wetter climates than the surrounding land	A map can help us find countries and cities. We use keys to find human and physical features. We know that maps show us differences in physical geography A map shows us mountains, seas and oceans
		Disciplinary Knowledge			
		Observing and Measuring	**Analysing and Evaluating**		**Recording and Presenting**
		You can investigate weather patterns (e.g. temperature and rainfall) of different locations by looking at a climate map. 	Evidence is a fact or piece of information that helps prove that something is or is not true.		[redacted]
	4	[redacted]	Spain is in Europe. It has a Mediterranean climate. Antarctica is in the arctic circle. It has a Polar climate.	Spain is hotter than Antarctica. Antarctica has long, cold winters and Spain has long, hot, dry summers.	Google Earth is a **Geobrowser** that represents the Earth as a three-dimensional globe.

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		  [redacted]		Spain has more plants because of their climate. Fruit, vegetables and plants grow because of their climate. Polar climates are colder, but wildlife has adapted to live in these climates. Humans are more than likely to visit and live in Mediterranean climates than Polar.	Google Earth can be used to search for locations using the search tab. .We can use Google Earth to look at what different places look like using street view. We can search for locations using the search tab.
		Disciplinary Knolwedge			
		Observing and Measuring	**Analysing and Evaluating**	**Recording and Presenting**	
		We can observe the features of different locations by using street view on Google Earth.	You should use a range of different types of information (e.g. pictures, maps, climate data) when carrying out an enquiry. This increases the validity of your findings. Countries across the world have different climates because of their location.	[redacted]	

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	5			Climate change describes a change in weather for a region over a long period of time. Human activity such as burning of fossil fuels, farming and deforestation cause greenhouse gases in the Earth's atmosphere trap the Sun's heat, making the Earth warmer. The ice is melting because of the heat, making sea levels rise. The change in climate will affect the survival of animals and growing of crops.

Disciplinary Knowledge		
Observing and Measuring	**Analysing and Evaluating**	**Recording and Presenting**
We can use, observe and record the impact of human and physical geography over time. You can look at climate data to see how the climate of different locations has changed over time.	Human and physical features of a place can change over time. Using a range of different types of information e.g. pictures, maps, climate data can help us to avoid having misconception and ideas that are stereotypes about a place.	You can present information that you have collected in a bar chart to help you to spot patterns (link to maths curriculum). A bar chart displays information using rectangular bars of different heights. A graph needs a title and each axis labelled so people know what the data represents.

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				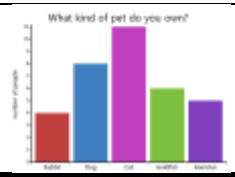
	Trip	EYFLVE		