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
Reception (see above)		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?				Coasts How do coasts and coastal towns change over time? Focus on Blackpool.
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?			

Key Themes in Geographical Knowledge





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Impact of human activity	Settlements and land use	Impact of physical geography on humans	Changes overtime	Similarities and differences

Year 4

Year 4 HT2 - Mountains and Rivers

How does the location of rivers and mountains impact human life?

	Step 1	Step 2	Step 3	Step 4	Step 5	Curriculum Enrichment
Revisit of prior knowledge	Revisit types of settlement.	Revisit continents. Revisit what a river is and how it is formed.	Revisit hemispheres and climate zones (Year 3).	Revisit 4 point on a compass. Revisit UK settlements.	Revisit how rivers and mountains are formed. Retrieve knowledge of the water cycle taught in science topic 'States of Matter'.	
Lesson sequence	Look at what a river is, how a river is formed and where it goes to. Children learn about the different parts of a river.	Look at what a mountain is and how it is formed. Look at the key features of a mountain.	Use maps, atlases, globes, Google Earth to locate UK, Russia and Brazil. Locate the River Croal. Look at where the River Volga is in comparison to the River Croal. Use compass directions to explain. Look at where the Amazon is in comparison to the River Croal and River Croal. Give children the name of three mountains to locate. Snowdon, Mount Elbus (Russia), Andes Mountains	Locate major cities along the River Volga. Look at physical and human characteristics at a section of the river in Russia. Settlements and land use around the Volga. **RRSA** **Article 31-** make comparisons to leisure, culture and play within location **Article 29-** respecting their own and other cultures	Look at the importance of rivers as part of the water cycle. Children learn about the impact of human activity and how this can cause pollution, flooding and droughts. **RRSA** **Article 29** **Article 31**	

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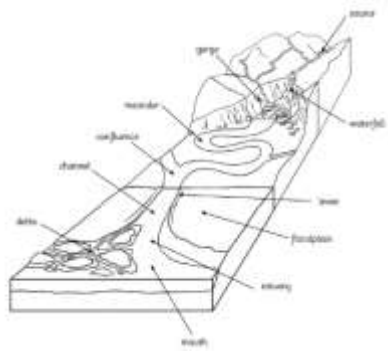
			RRSA **Article 31-** leisure, culture and play within location			

Knowledge

Substantive knowledge

Personal Development	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
1			**Rivers:** **A river is a moving body of water.** **Rivers begin when rain falls on high ground and then flows downhill.** **Rivers flow until they reach another body of water.** As they flow, rivers erode the land. Over a long period of time this creates valleys, gorges and canyons. **Rivers are responsible for transferring water to oceans.**	

					An estuary is where a river meets the sea.  **Flooding** – *the overflow of water onto land that is usually dry.* **Floodplain** – *an area of flat land around a river that is covered when the river floods.* **Gorge** – *a deep narrow valley with steep sides, usually where a river passes through.* **Meander** – *a winding curve or bend in a river.* **Mouth** – *the end of a river where it flows into another body of water such as the sea or a lake.* **Rapids** – *part of a river where the water moves very fast, often over rocks.* **Sediment** – *bits of rock and soil that are carried along by a river and deposited when the river slows down.* **Source** – *the start of a river.* **Spring** – *a point where water flows out of the ground.*	

					Stream – *a small river.* **Valley** – *a long area of lower land, often between hills and created by rivers.* **Waterfall** – *where the water from a river or stream flows over a steep drop, often landing in a plunge pool below.*	
		Disciplinary Knowledge				
		Observing and Measuring		**Analysing and Evaluating**		**Recording and Presenting**
		You can investigate the location of rivers by looking at physical geography maps. Photographs are a type of evidence and data that we can analyse. These can show changes over time.		Geographers learn about the world by observing and collecting data and information. This information can be revised as we collect new data and information.		
	2				**Mountains are areas of land that are much higher than the land surrounding them.** Mountains are often found together in a group called a mountain range. **Mountain ranges are created by sections of Earth pushing together and forcing the ground up where they meet.** Mountains can also be ancient volcanoes.	

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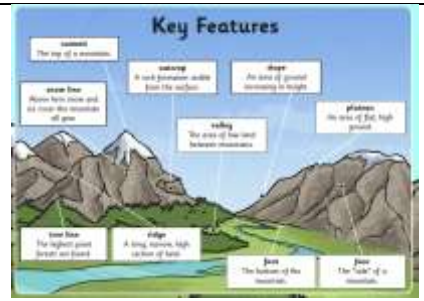
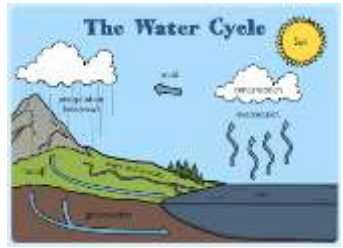
					 **Summit** – The top of a mountain. **Foot** – The bottom of the mountain. **Face** – The side of a mountain. **Valley** – The area of low land between mountains. **Slope** – An area of ground increasing in height. **Plateau** - An area of flat, high ground. **Ridge** – A long, narrow, high section of land.	
	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.		You can make comparisons between places by taking measurements such as height and distance.			
3		**Rivers** The River Croal runs through Bolton in the UK. The River Volga runs through Rybinsk, Kazan, Astrakhan, Volgograd in Russia.	The River Croal is in the Northern Hemisphere. The River Croal is north of the Tropics of Cancer and Capricorn. The River Volga is east of River Croal.		**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. A compass has eight points: • North	

			The Amazon River runs through Manaus, Santarém and Macapá in Brazil. **Mountains** Snowdonia is a mountain range in the UK. Mount Elbus is a mountain in Russia. The Andes are a mountain range in South America.	The River Volga is in the Northern Hemisphere. The River Volga is north of the Tropics of Cancer and Capricorn. The Amazon River north east of River Croal and River Volga. The Amazon River is in the Southern Hemisphere but close to the Equator. The Amazon river is between the Tropics of Cancer and Capricorn.		• North East • East • South East • South • South West • West • North West Know that countries can be reformed, sometimes creating smaller countries or sometimes they join together making bigger countries. Therefore it is important that you use an up to date map.
		Disciplinary Knowledge				
		Observing and Measuring		**Analysing and Evaluating**		**Recording and Presenting**
		You can observe the physical geography of a country (e.g. landscape and rivers) by looking at physical geography maps in an atlas. You can observe the human geography of a country (e.g. country borders, cities and towns) by looking at human geography maps in an atlas. You can investigate the feature of a place using a digital map. This lets you zoom in to see locations in more detail. You can describe the location/direction of a place using the 8 compass points: north, north east, east, south east, south, south west, west, north west.				
	4		The River Volga runs through Nizhny Novgorod, Kazan, Samara, Ulyanovsk and Volgograd in Russia.		**The Volga is the longest river in Europe – 3530 km**.	

					The Volga is very fertile and rich in minerals, making it an ideal environment for growing wheat. The Volga is mostly used for transport and shipping goods. The Volga is also used for supplying electricity to the surrounding towns and cities. The pollution caused by the many industrial areas the river runs through is a great environmental concern. There are cities and forests that surround the River Volga. People build settlements near to rivers for; access to fresh water, transporting goods.	
		Disciplinary Knowledge				
		Observing and Measuring		**Analysing and Evaluating**		**Recording and Presenting**
				You can make comparisons between places by taking measurements such as height and length. A map can be used to measure changes to the size of a settlement over time (link to maths curriculum – area). Human and physical features of a place can change over time.		A sketch map is a simple drawing of an area. They can be drawn from an aerial or horizontal viewpoint.  A sketchmap should have: a title, a North arrow, simple lines, labels and annotations where needed, a note to say it is not to scale.

	5				Water cycle taught in science lesson as part of states of matter topic. **Condensation** – the vapor rises into the atmosphere and the cold air helps it to form clouds and water droplets **Evaporation** – the sun's heat changes water from oceans into vapor **Precipitation** – is the water falling from the clouds, this happens when the water droplets are heavy enough  Rivers are an important part of the **water cycle** that are responsible for transferring water to oceans. Human activity is a main cause of pollution in rivers and oceans, and of some increased flooding events. Flooding and drought can have catastrophic impacts on wildlife and people.	

					Careful environmental management can reduce flooding and pollution.	
		Disciplinary Knowledge				
		Observing and Measuring		**Analysing and Evaluating**		**Recording and Presenting**
				You can make comparisons between places by taking measurements such as rainfall. These measurements might be different depending on the time of the year. Human and physical features of a place can change over time. Geographers learn about the world by observing and collecting data and information. This information can be revised as we collect new data and information. Data can be analysed to think about what it is showing.	
	Trip	EVOLVE				

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Year 4 HT6 - Coasts (Blackpool)

How do coasts and coastal towns change over time?

	Step 1	Step 2	Step 3	Step 4	Step 5	Curriculum Enrichment
Revisit of prior knowledge	Retrieve 4 countries and capitals of UK Retrieve using an 8-point compass	Revisit human physical features of a coast Retrieve how a river is formed (Yr3)	Revisit human and physical geography seen in Blackpool.	Revisit features of a coastline Revisit the water cycle	Revisit how a coastline is formed and key vocabulary from it	Blackpool Trip
Lesson sequence	Children to use 6 figure grid reference and OS mapping to locate: Blackpool Tower Pier Pleasure Beach **RRSA** **Article 31-** leisure, culture and play within location. Make comparisons to what they have available in Bolton	Features of coast (physical) Children learn the different features of the coast and identify the features of Blackpool (reference to their residential) Use aerial photographs to identify physical features of coasts.	Children to learn about the impact of coastal erosion and how this changes the features of a coast. Children to look at how coastal erosion can impact on coastal towns over time. 	Children learn the different human features of the coast and identify the features of Blackpool (reference to their residential) **RRSA** **Article 31-** leisure, culture and play within location. 	Children to observe and analyse data to show economic impact of human activity during summer and winter in Blackpool. **RRSA** **Article 12 and 13-** the right to share their views on change over time and providing the freedom to express these views **Article 31-** leisure, culture and play within location. **Article 29-** respecting their own and other cultures. Respecting the environment 	

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Knowledge

Substantive knowledge

	Personal Development	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
1		**Blackpool is in Lancashire.** **Blackpool is North of Bolton.**	**Blackpool is a coastal town.** **Tourists visit Blackpool.**		Ordanance survey maps use numbered grids to help us give locations on maps at different scales. The National Grid divides Great Britain into 100km by 100km squares. These are then divided into more squares on smaller scale maps. Each square on the map has four figures to allow us to locate places on the map. The first two figures tells you how far across the map something is. The second two figures tells you how far up the map something is.

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						(Link with y4 maths curriculum).  The 8 points of a compass are; North, South, East, West, Northeast, Northwest, Southeast, Southwest.
		Disciplinary Knowledge				
		Observing and Measuring		**Analysing and Evaluating**	**Recording and Presenting**	
		You can investigate a place using an Ordnance survey map. The scale on the map tells you about the size and distance.			You can record the location of different geographical features using grid references.	
	2			Coasts are where the land meets the sea.	A physical feature is something that is created naturally. **Mudflats** – sand that becomes muddy land at low tide. **Cliffs –** where high land meets the sea and powerful waves wear the rock away causing a steep cliff. **Deltas –** wetlands that form as rivers emptying their water into another body of water such as an ocean. **Sand dunes –** a mound of sand formed by the wind. **Spits –** a narrow coastal land that is tied to the coast at one end. **Lagoons –** a body of water separated from larger bodies of water by a natural barrier. **Headland** – a point of land that sticks out into the sea.	**An aerial photograph is photograph taken from above.**

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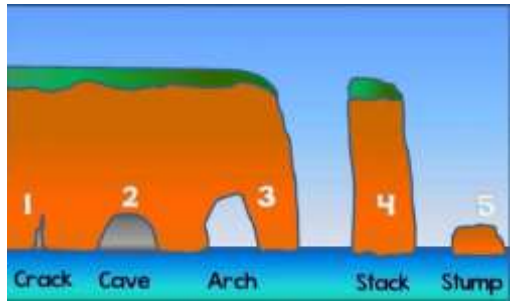
			[redacted]		**Caves -** a natural hollow space under the ground that has a large opening.
		Disciplinary Knowledge			
		Observing and Measuring		**Analysing and Evaluating**	**Recording and Presenting**
		You can observe the features of a coast by looking at aerial photographs. These show the features of a location from above.			
	3		[redacted]	Coastal erosion is the wearing away of the land by the sea and destructive waves. These features have been created by coastal erosion: **Caves -** cliff face that has been partially eroded over time by the sea. **Archways –** where waves have eroded parts of a rock causing an arch. **Stacks –** a column of rock that is cut off from the coastline. **Stump –** when a stack has been eroded in the shape of a stump.  	

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			[redacted]			[redacted]
		Disciplinary Knowledge				
		Observing and Measuring		**Analysing and Evaluating**	**Recording and Presenting**	
		You can observe the features of a coast by looking at aerial photographs. These show the features of a location from above. We can analyse these to show changes over time.		Human and physical features of a place can change over time. The physical features of a coast can change over time due to coastal erosion. Geographers learn about the world by observing and collecting data and information. This information can be revised as we collect new data and information. You can make comparisons between places by taking measurements such as height and distance. These measurements can change over time.	[redacted]	
	4		[redacted]	A human feature is something that is man-made. Human Features of Blackpool Tower, Winter Gardens,: Arcades, Ice cream shop, Visitor Centre, shops, houses, hotels, restaurants, park, promenade, harbour, Pleasure Beach, Sealife Centre and Sandcastle. **Pier** – a structure built on posts extending from land out over water	A sketch map is a simple drawing of an area. They can be drawn from an aerial or horizontal viewpoint.  A sketchmap should have: a title, a North arrow, simple lines, labels and annotations where needed, a note to say it is not to scale.	

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			[redacted]		
		Disciplinary Knowledge			
		Observing and Measuring	**Analysing and Evaluating**	**Recording and Presenting**	
		You can investigate the feature of a place using a digital map. This lets you zoom in to see locations in more detail.	[redacted]	We can record information about the geographical features of a location using a sketch map.	
	5		[redacted]	Blackpool has a temperate climate for 4 seasons. Blackpool is a coastal town and is popular with tourists.	More people visit Blackpool in the summer than the winter due to the weather. In the summer, more people will be visiting, which impacts on jobs. Attractions are only open in the summer months e.g. The Great Orme Tramway. The town brings in more money in the summer. Tourism can have positive and negative impacts for locals. For example, it may create more jobs and bring in money, but it can make the town more congested and lack of respect for the town and the beach.	[redacted]
		Disciplinary Knowledge			
		Observing and Measuring	**Analysing and Evaluating**	**Recording and Presenting**	

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Data can be analysed to think about what it is showing.

You can make comparisons by looking at data e.g. population, rainfall, temperature. These figures might be different depending on the time of the year.

The population in Blackpool changes over the year. In the summer, more people visit Blackpool.

Trip





Blackpool:

Grid references tell you where something is on a map.

The 1st letter or number tells you how far across the map something is.

The 2nd letter or number tells you how far up the map something is.

The 8 points of a compass are; North, South, East, West, Northeast, Northwest, Southeast, Southwest.

Observing is when you use your eyes to look at your surroundings.

You can observe human and physical features of a beach.

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[redacted]