

### Tonwell St Mary's School Curriculum Overview of Intent for Geography

**Overall aims:**

We aim to inspire all of our children have a life-long curiosity and respect for the world and its people. We intend for our children to leave the school with a secure knowledge of maps skills, subject knowledge about location. We aim for children to understand physical and human processes, have place knowledge of the UK and wider world and have regular opportunities to develop knowledge and skills through fieldwork.

**Our unique context:**

Due to the unique context of our school with mixed-age classes and rolling programmes of study, we have organised our curriculum for Geography in the following ways:

In Early Years, we begin by considering the child's home and local environment, including simple map skills and exploring the village of Tonwell. Children also consider the wider world through harvest and holiday topics. In Key Stage 1, we learn to name, locate and identify the characteristics of the seven continents and five oceans, and learn about their human and physical features. In Key Stage 2, children study a UK based and wider world based topic each year and revisit geographical skills annually. Our Forest School is utilised to support geographical learning, particularly with first hand observation.

**Tonwell Ten: compass, precipitation, transportation, continent, conservation, climate, crops, map, distance, population.**

	Autumn Term		Spring Term		Summer Term	
EYFS Years A & B	Where does our food come from (Harvest festival/Selection of stories e.g. Handa's Surprise/Little Red Hen/Rosie's Walk)	How can I deliver Christmas greetings to everyone in Tonwell village?	Child-led	Can I create my own farm map (What the Ladybird Heard/Chicks/ Re-visit Rosie's Walk)	Child-led	Where in the world do people like to go on holiday OR How have people travelled to places in the past e.g. pirates, holidaymakers, explorers?
	near, far, shops, supermarket, local, farm, plant, whole animal, packet, factory, delivered, fruit, vegetables , (wheat, flour)	<b>map</b> , roads, streets, main road, village, town, road sign, bus stop, water tower, house, bungalow, block of flats, school, flat, hilly, <b>distance</b> .		<b>map</b> , symbols, farmyard, animals, farmer, tractor, wheat, barley, pond, field, road, navigate, <b>distance</b> .		world <b>map</b> , countries, travel, near, far, UK, <b>distance</b> , <b>climate</b> , sand, sea

	<ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul>					
KS1 Year A		What is it like where we live (Tonwell/England/UK)?	How is the UK different to the North Pole?	Where does our food come from (world maps and locating 7 continents)		Where are the seas and oceans?
		<b>map</b> , plan, aerial, above, grid, symbols, bird-eye, village, town, county, country, water tower, public house, pub, near, far, place of worship, bus stop, car park, block of flats, bungalow, detached, semi-detached, <b>population</b> .	<b>World map</b> , countries, travel, similarity, difference, contrast, human, physical features, region, North Pole, arctic, northern hemisphere, <b>climate</b> , <b>population</b> .	Continent, country, globe, <b>crops</b> , plants, animals, produce, fair trade, <b>distance</b> , <b>transportation</b> , fossil fuels		sea, ocean, coast, coral, glacier, shore, waves, sea creatures, land, warm and cold water, human and physical features
KS1 Year B	What is the weather today (exploring seasons and weather)?		What is the weather today (exploring seasons and weather)?  What is a capital city and why is it important?		What is the weather today (exploring seasons and weather)?  Where do our favourite animals live? Can I create my own zoo?	

	Sun, cloud, weather, sky, observe, predict, names of seasons, stormy, thunder, freezing, climate, wind, change, <b>compass</b> , breeze, gale, rains, days of the week, <b>precipitation</b> .		<b>map</b> , United Kingdom, city, town, village, capital city, London, Edinburgh, Cardiff, Belfast, human and physical features, <b>population</b> .		Habitat, human and physical features, <b>continent</b> , country, world <b>map</b> ,	
KS1 Years A & B revisited objectives	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• 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.</li> <li>• Identify land use around the school.</li> <li>• Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul> </li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>					
KS2 Year A	Are we damaging our world?	What makes volcanoes erupt?	What are the similarities and differences between the UK and Scandinavia?			
	<b>Map</b> , United Kingdom, sustainability, habitat, destruction, endangered, extinction, <b>conservation</b> , human/physical features, enquiry, future, <b>climate</b> change, temperature	World <b>map</b> , globe, <b>continent</b> , country, region, volcano, crater, cone, vent, eruption, 'Ring of Fire', lava, molten, ash plume, pressure, active, dormant,	Europe, <b>population</b> , crop, climate, human and physical features			

		extinct, advantages, disadvantages, social, environmental, economic, fertile	
KS2 Year B	How did the Romans shape our local roads?	Why are there Earthquakes in North America?	How does the water go round and round?
	map, United Kingdom, OS map, aerial view, fieldwork, digital technologies, symbols	World map, globe, <b>continent</b> , country, region, tectonic plates, tsunami, advantages, disadvantages, social, environmental, economic	sea, ocean, water cycle, reservoir, river, stream, source, <b>precipitation</b> , sources, mouth, river basin, tributary, estuary, meander, upstream, downstream, erosion, <b>transportation</b>
KS2 Year C	How does life by the River Thames compare to life by the River Nile?	What is life like in the Amazon?	What are the similarities and differences between England and Greece?
	map, United Kingdom, river, source, mouth, river basin, river, stream, source, <b>precipitation</b> , sources, mouth, tributary, estuary, meander, upstream, downstream, erosion, <b>transportation</b>	World map, globe, <b>continent</b> , country, region, longitude, latitude, tropic of Capricorn, N,S,E,W, river, river basin, source, mouth, equator, vegetation, settlement, tropical, Amazon basin, natural resources , biome, <b>compass</b> .	Europe, <b>population</b> , <i>crop</i> , <i>climate</i> , human and physical features
KS2 Year D	How has our local area changed over time (O.S. maps, 8 point <b>compass</b> /6 figure grid references)?		What affect did world war 1 or 2 have on our local area?
	Map, United Kingdom, OS map, aerial view, fieldwork, human/physical features, digital technologies, symbols, local, environment		Trade, Europe, immigration,
KS2 Years A, B, C & D revisited objectives	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe 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.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> </ul>		<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and</li> </ul>

	<ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> <li>• Describe key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.</li> </ul> </li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<p>physical features in the local area. Record the results in a range of ways.</p> <ul style="list-style-type: none"> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</li> </ul>
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### Skills Ladder

The purpose of the skills ladder is to break down the revisited objectives to show the expectation for each year group. This is not to limit what children can achieve but to give guidance to staff to support short term planning and implementation of the intent document.

Nursery/Reception	22-36 months	30-50 months	40-60 months	ELG
	Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.	Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world.	Look closely at similarities, differences, patterns and change.	Know about similarities and differences in relation to places. Talk about the features of their own immediate environment and how environments might vary
Year group	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>Year 1</b>	Name and locate the world's seven continents and five oceans.	Begin to understand the human and physical geography of the local area (Tonwell)	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 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.
<b>Year 2</b>	Name, locate and identify characteristics of the four countries and capital cities of the	Understand geographical similarities and differences through studying the human	Use basic geographical knowledge to refer to:	Use globes, atlases and world maps to identify the United Kingdom and its countries.

	United Kingdom and its surrounding seas.	and physical geography of a small area of the United Kingdom (Tonwell) and of a small area in a contrasting non-European country (North Pole).	(1) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (2) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	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 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.
<b>Year 3</b>	Locate and name the continents, seas and countries on a world map, focussing on Europe. Concentrate on the environmental regions, key physical and human characteristics, countries and major cities, spotlighting Scandinavia and comparing to the UK. Begin to 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.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (within Scandinavia).	Describe and understand basic aspects of: (1) Physical geography, including: mountains and volcanoes (2) 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.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<b>Year 4</b>	Locate the world's countries, using maps to focus on North America, concentrating on its	Understand geographical similarities and differences through the study of human and physical geography of a	Describe and understand key aspects of: (1) Physical geography, including: mountains and volcanoes (2) Human geography, including:	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch

	environmental regions and key physical characteristics.	region of the United Kingdom and a region in North America.	types of settlement and land use , economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	maps, plans and graphs and digital technologies.
<b>Year 5</b>	Locate the world's countries, using maps to focus on South America, concentrating on its environmental regions and key physical characteristics. 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).	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America.	Describe and understand basic aspects of: (1) Physical geography, including: climate zones, biomes and vegetation belts, rivers. (2) 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.	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.
<b>Year 6</b>	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.	Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.	Describe and understand key aspects of: (1) Physical geography, including: climate zones, biomes and vegetation belts, rivers. (2) 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.	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.