

‘Geography underpins a lifelong conversation about the Earth as the home of humankind’

GEOGRAPHY ASSOCIATION

Intent

At St Thomas a Becket, we intend to develop young geographers who have a curiosity and fascination with the world and its people. We deliver the National Curriculum for Geography through the use of enquiry questions. This approach provides children with the opportunity to seek answers to enquiry questions and develop their knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

Through geographical enquiry, children develop an understanding of the unique environmental and social contexts of Wiltshire and Salisbury Plain, whose investigation and exploration open a window to the wider world. Key to understanding this is the overarching concepts of geography:

- Locational knowledge
- Place knowledge
- Human and Physical processes
- Geographical skills and fieldwork

In line with the National Curriculum 2014, our teaching aims to:

- Develop children’s knowledge and understanding of place, both locally and globally
- Encourage children to seek answers to questions such as: Where is this place? What is it like? (And why?) How and why is it changing? How does this place compare with other places? How and why are places connected?
- Support children to use evidence and data to make connections and compare and contrast this with different communities locally and around the world
- Equip children with the knowledge to debate and discuss questions such as: What could/should the world be like in the future? What can we do to influence change?
- Teach children the fieldwork skills that will deepen their knowledge and understanding of geographical processes
- Enable children to understand the interdependence between humans, the natural environment and one another and how human behaviour has shaped the world (culture, economics, communities and global responsibility).

Implementation

To ensure the highest standards of teaching and learning in geography we use carefully sequenced and planned enquiry questions. This supports the delivery of the key aims of the national curriculum through engaging and interactive learning opportunities which will *'Inspire a curiosity and fascination of the world and its people that will remain with them for the rest of their lives'*.

Key knowledge and skills thread horizontally through year groups and vertically through key stages to enable children to build on and extend their geographical understanding as they move through the school. Geography is interwoven across other subjects such as history to ensure children are able to make connections with the wider world. Geography is taught at relevant times of the year to support fieldwork, visits and first-hand learning.

In our small school setting, where class structures are necessarily flexible, we ensure that curriculum coverage remains rigorous and consistent. To achieve this, we have identified key knowledge for each year group, which forms the foundation of our curriculum planning.

Teachers plan with these knowledge expectations in mind, using a milestone approach to structure progression over time. This ensures that, regardless of the class configuration, all pupils secure the appropriate knowledge by key transition points:

- By the end of the Nursery/Reception/Year 1 class, children will have achieved all the key knowledge for Nursery, Reception, and Year 1.
- By the end of Year 3, pupils will have secured the knowledge outlined for Years 2 and 3.
- By the end of Year 6, pupils will have completed the full curriculum for Years 4, 5, and 6.

This flexible yet carefully structured model allows us to maintain high expectations and coherent progression for all learners, regardless of class organisation.

Resources

- Maps of the world
- Maps of the United Kingdom
- Globes of the world
- Trips and visits for first hand experiences and fieldwork
- Ordnance survey online subscription/maps
- Google Earth

- Aerial photographs

Geographical Concepts (Aims and purpose of NC)

- Place
- Space
- Physical and Human
- Interdependence
- Changes over time
- Environment and sustainability
- Cultural understanding and diversity



- Fieldwork

Disciplinary knowledge

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Overview Geographical skills and fieldwork	<i>Knowledge in Geography is informed by fieldwork.</i> Know that maps are pictorial representations of places. Understand the concept of scale in relation to the use of maps. Photographs are actual representations of places. An atlas is a collection of maps and geographical information. Fieldwork is an integral element of purposeful geographical investigation. Through practical first-hand experiences observe measure and record.						
Substantive and Disciplinary knowledge (maps)	Know that a map or globe can show different places.	Know a map is a picture or drawing of an area of land or sea that can show human or physical features Know an aerial photograph or plan perspective shows an area of land from above and use these to recognise landmarks and basic human	Know maps may use symbols to show geographical features or landmarks, and know that these require a key. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and	Know maps, globes and digital mapping tools are all used to help locate and describe important geographical features such as famous volcanoes and rivers. Know digital mapping tools are used to recap prior learning	Know the cardinal and intercardinal directions on a compass. Understand 4 figure grid references.	Know cartography and ariel photography can both be used to better understand places. Know we can use geographical data to better understand a place.	Understand how a geographical area has changed over time. Recognise and use 6 figure grid references. Use longitude and latitude within 6 figure grid references within a map.

		features and physical features. Use locational and directional language (near and far, left and right) to describe the location of features and routes on maps. Know North, South, East and West on a compass.	oceans studied at this key stage.	and explore further. Know an atlas is a collection of maps.		Understand how scales are used on maps. Understand the use of symbols and keys on a map. Use cardinal and intercardinal compass points to describe the location of places on a map.	
Fieldwork Disciplinary Skills	Using small world play or the role play area to represent a visited place. Making drawings (e.g. of their favourite place in the outdoor area, what	Using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre)	Investigate different weather conditions through observation and simple measurement, observing and recording seasonal changes	Recording selected geographical information on a map or large-scale plan, using colour or symbols and a key	Making digital audio recordings for a specific purpose (e.g. traffic noise) Collecting, analysing and presenting quantitative data in charts and graphs	Making models, annotated drawings and field sketches to record observations Drawing freehand maps (e.g. of a site they have visited)	Using standard field sampling techniques appropriately. Calculate the length of a route to scale. Follow a selected route on an OS map.

	they saw at the park).	Adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house)	Making annotated drawings to show variations (e.g. in a row of houses in a local street).	Taking digital photos and annotating them with labels or captions	Designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)	Relating large-scale plans to the fieldwork site, identifying relevant features.	Use a variety of data collection methods, including using a Likert scale.
	Taking digital photos (e.g. of a collection of natural objects, buildings in the locality).			Using simple sampling techniques appropriately (e.g. time sampling when conducting a traffic survey)		Recording selected geographical data on a map or large-scale plan, using colour or symbols and a key	Collect information from a member of the public.
	Sequencing photos to recall features seen on a visit or short walk.	Relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features	Devise a simple map and construct simple symbols in a key (e.g. of the school grounds, local street or park)		Designing and conducting interviews (e.g. to investigate which places/spaces local people value)		Create a digital map to plot and compare data collected from two locations.
	Drawing a map (e.g. of the outdoor area).		Using a simple compass and cardinal compass directions (north, south, west, east)	Use 4 digit grid references when using maps		Taking digital photos and annotating them with labels or captions including precise	
	Counting (e.g. cars parked at the start/end of the day).	Marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to		Drawing freehand maps of routes (e.g. of a walk to a site in the local area)	Developing a simple method of recording their feelings		
	Expressing their feelings about						

	places they visit, saying which features they like/dislike.	record observations Taking digital photos (e.g. of buildings in the locality, things seen on a bus journey) Collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties Using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they	Collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school) Using a questionnaire (e.g. to find out the most popular options for improving playtimes)	Relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry	about a place or site	geographical vocabulary Use 6 digit grid references when using maps Observe, measure and record elements of human and physical features to create a sketch map. Collecting, analysing and presenting quantitative data in charts and graphs Designing and using a questionnaire to collect	
--	---	---	--	--	-----------------------	--	--

		like/dislike some of its features				quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)	
						Design and conduct fieldwork interviews to establish the views others have about a proposed development.	
Essential Imagery							

Substantive Conceptual Knowledge (Revisited over time)

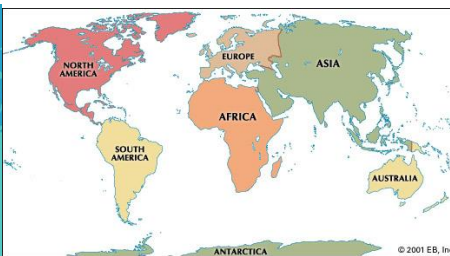
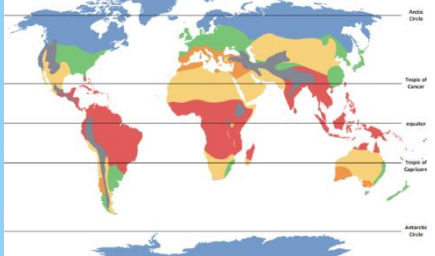
1. Location
2. Place
3. Environmental human and physical geography
4. Geographical Skills and Fieldwork

1. Location

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive concept 1: Locational knowledge	World maps and globes are displayed in every classroom, including dry wipe versions for early years. It is referred to constantly for classroom discussion whenever geographical placement is necessary for understanding. This is particularly important for understands a sense of place. World maps are used alongside globes, maps of the UK and more precise, local maps. Children understand that the world is split up into continents and oceans and on these continents are different countries.						
Substantive Knowledge	Reception: Name where they live (town or village). Use geographical vocabulary to describe where they live (town). Describe similarities and	Name and locate the 4 countries in the UK. Name the 4 capital cities of the UK countries Identify characteristics of the four countries and capital cities of the UK.	Name the 5 oceans on a map. Name the world's 7 continents on a map.	Identify and locate the two hemispheres (Northern and Southern). Understand the concept of the Prime Meridian and time zones (including day and night).	Identify significant rivers around the world. Know topography is the study of forms and features of land.	Understand regional variation exists within countries. Understand latitude and longitude drawing on previous learning of the Prime Meridian and the	Identify the most densely and sparsely populated areas using a map. Describe the increase in global population over time.

	differences between places (linked to story)	Name the seas that surround the UK.		Name and locate the tropic of Cancer, Capricorn and Equator.	Name and locate counties and cities in the UK (South West Focus). Understand these 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	northern and southern hemisphere. Know the significance of the Arctic and Antarctic circle.	
--	---	--	--	---	--	---	--

					changed over time. Learn about the world's countries concentrating on their environmental regions, key physical and human characteristics and major cities. Identify significant mountain ranges around the world.		
Disciplinary Knowledge - (Essential Fieldwork)	Walk of school grounds - name and locate different places.	Locate the UK on a world map, in atlases and on a globes. Locate the 4 separate countries	Locate the 5 oceans on a world map, in atlases and on a globe.	Plot mountain ranges and rivers onto a map as well as the tropic of cancer,	Locate counties and cities in the United Kingdom on a map of the UK and in an atlas.	Identify lines of longitude and latitude on a world map.	Identify the position of the Arctic and Antarctic Circle on a world map,

If it can be done in the field it should be done in the field.	Identify landmarks in the school grounds and the local area (bridge, road, path, buildings, river, shops, etc)	of the UK and the capital cities on a map of the UK.	Locate the worlds 7 continents on a world map, in atlases and on a globe.	Capricorn and equator. Recognise the contour lines on maps demonstrate topography.	Locate countries and cities of the world on maps, globes and in atlases focusing on one from each continent.		globe and in an atlas.
Essential Imagery	    Birds eye view / ariel view maps Maps used in class can be generated and interacted with using Digimaps.						
Vocabulary	Country, Countryside, Village, Town, Road, England, Tilshead, Shrewton, Larkhill,	Capital city Country England Wales Scotland Northern Ireland	Arctic Atlantic Indian Pacific Africa, Antarctica, Asia	Grid reference Hemisphere (hemi/ Sphere) Northern Southern Russia Italy	Volga Thames Severn Ben Nevis Snowdon, Pen y Fan	Settlement Hierarchy Town Village Hamlet City	Latitude Longitude Northern hemisphere Southern hemisphere Equator

	Durrington, Salisbury, Salisbury Plain, St Thomas a Becket, School, Home, House.	London Cardiff Edinburgh Belfast Map Globe Atlas Europe	Australia Europe, North America South America. Continent Ocean Symbol	North America South America Mountain Himalayas Urals Andes Alps Topography Compass North South East West	Scottish Highlands Pennines Mississippi Nile Thames Amazon	Population Prime Meridian Longitude Latitude London New York Shanghai Moscow Manilla Lagos Nairobi Baghdad	Prime Meridian Contour lines Tropics of Cancer Capricorn Arctic Antarctic
--	---	--	---	--	--	---	--

2. Place

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive concept 2 : Place	Land can be used for different purposes. Compare and contrast different: countries, climates, regions, features, culture, weather. People and places are connected and interact with one another. Antartica does not belong to any country.						
Substantive Knowledge:	Notice and describe similarities and differences between	Compare a UK and non-European country by location,	Know that we live in the United Kingdom, which is in the continent of Europe.	Know that volcanoes and earthquakes happen on the	Compare the geographical similarities and differences through the	Compare the geographical similarities and differences through the	Identify geographical features of the Arctic and Antarctic.

	school/where they live with other places.	weather and climate. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Salisbury Plain) and a small area of another country (the Sahara desert). Know that the Sahara Desert and Egypt are in Africa		fault lines of tectonic plates. Recording selected geographical information on a map or large-scale plan, using colour or symbols and a key locate countries on the world using map to focus on Europe, the Middle East and North Africa.	study of human and physical geography of a region in the United Kingdom and Brazil (the Amazon rainforest)	study of human and physical geography of a region in the United Kingdom and the Alps region of Europe.	Compare the geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom and the Arctic and Antarctic.
Disciplinary Knowledge - (Essential Fieldwork)	Express feelings about places that they have visited, did they like it or not / why?	Identify physical and human features of school and ground - what they see		Locate volcanoes and earthquakes on a world map, globe and in an atlas.	Locate the UK and Brazil on a world map, globe and in an atlas.	Use a range of resources such as photographs, maps, paintings to compare the	Locate the Arctic and Antarctic on a world map globe and in an atlas.

If it can be done in the field it should be done in the field.	e.g. " I went on holiday to Spain and I did not like it " "Tilshead is sunny , the north pole is cold."	and how these areas are used. Identify human features of surrounding area e.g local shops, doctors, place of worship.		Identify human and physical features linked to volcanoes and earthquakes.	Identify human and physical features of Brazil.	location of landmarks over time. Identify human and physical features of the Alps region of Europe.	Identify human and physical features of the Arctic and Antarctic.
Essential Imagery:							
Vocabulary:	Country, Countryside, Village, Town, Road, England, Tilshead, Shrewton, Salisbury, St Thomas a Becket School, Home, House.	Climate Human made Features Business Leisure		Mountain Volcano Earthquake Earth's crust Magma Ring of Fire Eruption Plate Boundaries Tectonic	Physical Human River Stream Source Meander Oxbow lake	Mainland Invaders Isolated Trade Transport Welfare mountainous Interconnections Arctic Latitude Northern Hemisphere Border Canada	USA Russia Norway Iceland Antartica Southern Hemisphere Physical Features Glaciers Icebergs Ice caps Ice sheets Ice Shelves Sea Ice

3. Environmental, human and physical geography

	N/R/1 class		2/3 class		4/5/6 class		
	EY	Y1	Y2	Y3	Y4	Y5	Y6
Substantive concept 3: Human and Physical processes	Identify physical and human features. Know there are 4 seasons and recognise the difference between them. Know and discuss types of weather and understand the impact it can have on physical features. Climate is the long-term pattern of weather conditions; climate can be influenced by human activity.						
Substantive Knowledge:	<i>See Science – seasonal changes, plants and animals/habitats.</i>	Know some landmarks have been made by humans (buildings, roads, bridges etc). Know some landmarks are natural/physical features (hills, rivers, forests etc). Understand and name human features (city, town, village, factory, farm, house, office,	Know the 4 seasons and typical weather pattern in the UK. Know the location of hot and cold places in the world in relation to the Equator and North and South Poles.	Know that land and features are used for different purposes such as transport e.g., rivers can be used for transport. Know that natural disasters are caused by geographical activity. (Volcanoes and Earthquakes). Describe and understand the key physical features of	Understand economic activity including trade links. Identify that different foods grow in different countries and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the	Understand what and how we use natural resources. Understand the distribution of natural resources (water, energy, food and minerals). Understand climate is the long-term pattern of weather conditions in a particular place. Understand the concept of	Know that altitude can impact upon the climate flora and fauna of the area. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors.

		port, harbour and shop). Know that human features can be industries or businesses. Know that land can be used for human activities both recreational and business. Understand and name a variety of physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).		volcanoes and earthquakes. Know there are tectonic plates that make up the crust of the earth. Recognise and know there are varying types of settlements. Know the human features of a settlement.	negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe and understand key aspects of rivers and mountains. Know the physical and human features of rivers and mountains. Describe and understand the water cycle.	environmental sustainability and explain how we can contribute to this Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change.	Understand climate zones biomes and vegetation belts. Discuss the impact tourism as an industry has.
--	--	---	--	---	--	---	--

					Know that physical features can change over time due to physical processes (rivers and mountains). Know that water is continuously recycled (water cycle).		
Disciplinary Knowledge - (Essential Fieldwork) If it can be done in the field it should be done in the field.	Experience different weather conditions and their impact on the environment. Examine and discuss natural objects (leaves, twigs, stones, sand)	Investigate different weather conditions through observation and by making and using simple measurement devices e.g., measure rainfall. Investigate environmental issues in the school grounds	Plot physical and human features on a map after a local walk.	Plot local and relative settlements on a map.	Visit a river/hill area to look at the physical and human features.	Identify natural resources worldwide and plot on map.	Locate climate zones, biomes and vegetation belts on world maps.

		or local area (where litter collects, lack of play facilities).					
Essential Imagery:		   					
	The four Seasons Physical features						



Earth is made up of **four** layers.

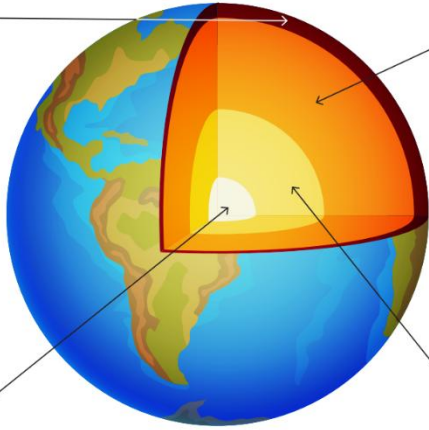


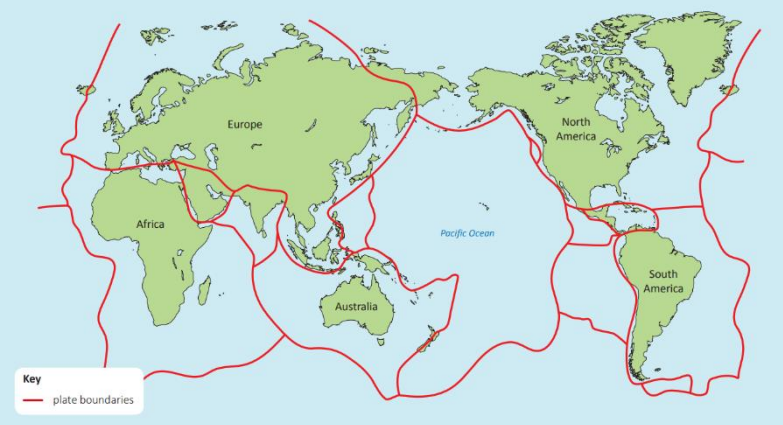
crust
solid rock

mantle
solid and molten rock

inner core
hot, solid metal

outer core
hot, molten metal





Vocabulary:	Weather Season Autumn	Revisit EY vocab key physical features, including: beach, cliff, coast, forest, hill,	Population Settlements Transportation	Erosion Water Cycle Evaporation	Natural Resources Distribution	Deforestation Habitat
--------------------	--	--	---	---------------------------------------	--------------------------------------	--------------------------

Summer Spring Winter Rain Sun Wind Storm Cloudy Fog Foggy Tree Flower Leaves Hot Cold	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 Physical Feature Human Feature Locations Habitats	Rural Urban Hamlet Town Village City Suburban Residential Disaster Earthquake Tsunami Crust Tectonic Plate Boundary Eruptions Epicentre Magma Lava	Condensation Precipitation Transportation Interconnected Tributaries Meanders Mouth Summit	Cultural Influences Settlement Tourism Recreation Climate Precipitation Climate Change Global Warming Fossil Fuels	Altitudinal Zonation Altitudes Tundra Adapts Summit Icebergs Glaciers Permafrost Boreal Forests Indigenous
--	---	---	---	---	---