

# St. Hugh's Catholic Primary Voluntary Academy



## Geography Curriculum Long term Plan Cycle A

SUBJECT: GEOGRAPHY KEY STAGE: 1

Key Stage	KS1	
Year Group	YEAR R/1 YEAR 1/2 YEAR 2	YEAR R/1 YEAR 1/2 YEAR 2
Topic	<b>My Local Area</b> "What makes my school special and the local area Special?"	<b>Our Global Neighbours</b> "What is it like to live in a Zambian Village?"
Brief overview of topic	Investigating the human and physical geography and history of the school site and the local Birchwood area.	Compare and contrast differences in contrasting location. Children explore the human and physical geography of a Zambia with a focus on a small Zambian Village. The children explore Zambian village life, study the differences in using the local river, food production, preparation and appreciate the different types of local dangers that affect the people of Zambia and its way of local village life.
Filed trip	Yes - trip to the local shops/park/library. Children go on a walk around school/the local area to highlight local landmarks using maps. Children conduct a travel survey on how they get to school. Linked to science - looking and identifying the seasons.	TBC - A trip to the Brayford Pool/River Witham in Lincoln
Extra information	Focus on human interaction with the local area, specifically transport and use of local area.	Focus on daily impact of life - especially a child's life, how humans and the wildlife live harmoniously. The impact of the local river on the life of the village.

# St. Hugh's Catholic Primary Voluntary Academy



## Geography Curriculum Long term Plan Cycle B

SUBJECT: GEOGRAPHY KEY STAGE: 1

Key Stage	KS1	
Year Group	YEAR R/1 YEAR 1/2 YEAR 2	YEAR R/1 YEAR 1/2 YEAR 2
Topic	Lincoln "What makes Lincoln special?"	UK What is the United Kingdom? Why is the United Kingdom special?
Brief overview of topic	Children understand the location of Lincoln within England, the UK and the world. Children begin to look at the human and physical geography of Lincoln with a focus on the seasons/tourist attractions.	Children locate London within England, the UK and the world. Children begin to look at the human and physical geography of London with a focus on the seasons/tourist attractions and transport. Children name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Field Trip	Yes, children visit local landmarks in Lincoln.	Now Press Play resources, verbal virtual trip to the four countries of the UK.
Extra information	Children can build on locational and place knowledge. History of Lincoln is briefly covered, map and atlas use. Link to science, weather fieldwork and compass directions.	Children build upon knowledge of local area (school and Birchwood), Lincoln, our capital city London and the further 3 countries of the UK. Children are locating capital cities and landmarks etc.

**One week during the year we will focus on “Recycling” - Children investigate what recycling is, the effects of pollution on the environment and the importance of recycling and understand how it fits in to our busy lifestyle. Children learn that being responsible for our planet is being a good global citizen.**

**Children celebrate their learning by having a Reduce, Reuse, and Recycle Fashion Show.**

**Geography programmes of study: key stages 1 and 2**

**National curriculum in England**

**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:**

The national curriculum for geography aims to ensure that all pupils:

- 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.
- 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.
- Are 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.

**Attainment targets:**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Subject content:**

### **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

### **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:  
Key physical 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:**

- Use world maps, atlases and globes to identify the United Kingdom and Geographical skills and fieldwork.
- 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.
- 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.

## **Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### **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:

- 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.

#### **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.