

The national curriculum 2014 states that:

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.

National Curriculum - 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.

Geography – progression in skills across Key Stage 2

	Progression	Y3	Y4	Y5	Y6
Locational knowledge	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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)</i></p>	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p> <p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Locate and name the main counties and cities in/around Gloucestershire.</p> <p>Identify U.K topographical features e.g. highest mountains, longest rivers.</p>	<p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p> <p>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p>Locate the main countries in Europe and North and South America. Locate and name principal cities.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p>	<p>On a world map, locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Compare and contrast world and UK localities.</p>

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Place knowledge	<p><i>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.</i></p>	<p>Compare two different regions in UK rural/urban.</p> <p>Compare a region of the UK with a region in Europe (Greece), eg. local hilly area with a flat one or under sea level.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of chocolate in Africa or S. America). Understand some of the reasons for similarities and differences.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities (Coasts – Pembrokeshire, Brazil/St. Lucia). Understand some of the reasons for similarities and differences.</p>
Human and Physical geography	<p><i>Describe and understand key aspects of:</i> <i>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</i></p> <p><i>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.</i></p>	<p>Describe and understand key aspects of:</p> <p>Physical geography including Rivers and the water cycle, excluding transpiration, introduction to climate change, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p> <p>Types of settlements in Early Britain linked to History. Why did early people choose to settle there? (Iron Age & Stone Age).</p>	<p>Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p> <p>Types of settlements in Saxon Britain linked to History.</p> <p>Distribution of natural resources focussing on energy (link to deforestation).</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p>	<p>Describe and understand key aspects of :</p> <p>Physical geography including Coasts (contrasting coastlines – Pembrokeshire, UK, Brazil/ St. Lucia). Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Human Geography: Contrasting coastlines: urbanisation, economic activity etc.</p>

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Geographical skills and fieldwork	<i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i>	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
	<i>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.</i>	Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom (in the past and present) and the wider world.	Learn the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.	Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.	Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.
	<i>Use fieldwork to observe, measure 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.</i>	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.	Use fieldwork to observe, measure 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.	Use fieldwork to observe, measure 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.	Use fieldwork to observe, measure 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.

The Scheme of Work for Geography at CKJS aims to match the requirements of the national curriculum and provide an exciting, stimulating curriculum enabling our pupils to develop competence in their historical skills.

Pupils will develop these skills by following the following curriculum across Key Stage 2.

Year Group	Key Areas/Regions to be Studied	Overview Study
3	Local area study and Greece	Maps and Topography
4	UK and Africa	Settlements and Trade
5	N & S America and local area study	Topography and Land use
6	UK and S America	Coasts and Natural Disasters

Wherever relevant, links to local geography will be explored in conjunction with the overview study undertaken.