

Geography at St Alban's CE Aided Primary (v06/23)

Intention

What is the overriding purpose of teaching geography at St Alban's CE Aided Primary?

Geography at St Albans' aims to inspire children to become curious and explorative thinkers with a diverse knowledge of the world.

We aim to build an awareness of how Geography shapes our lives and to encourage children to become resourceful, active citizens who will have the skills to contribute to, and improve, the world around them – 'to make a difference'.

Through purposeful geographical enquiry, children will learn locational, place, human and physical knowledge, as well as geographical skills and fieldwork.

Pupil approach: Working as a geographer, pupils will...

Question
Observe
Measure
Record
Compare
Present

Learning journey structure/steps

1. Setting the enquiry question & learning locational knowledge
2. Learning physical and/or human features of the place studied
3. Learn how this place is changing and/or comparing with other locations
4. Teaching geographical/fieldwork skills will be an important element of every learning journey and will take place at an appropriate point in the unit being studied
5. Checking what children have learnt

Teaching approach: non-negotiables for teachers

- Every unit of work must include lessons that teach geographical fieldwork skills with opportunities for children to practice and apply these skills.
- Every unit/lesson needs to incorporate an element of recapping on previous knowledge/retrieval practice to help children retain knowledge taught over time.
- All teachers are expected to watch the teacher knowledge videos provided by Kapow prior to planning/teaching a unit of work.
- A strong focus must be placed on pupils learning the specific geographical vocabulary identified in each unit of work. For example:
 - pre-reading/discussing meanings
 - learning and testing knowledge of meanings/spelling
 - expecting children to self-correct when used in their own writing
 - having key words available on tables/in books when writing in Geography with the expectation that these are used and spelled correctly

Supporting pupils with SEND in Geography:

- Make sure the maps / atlases are accessible / clearly labelled for children to comprehend
- Create stimulating working wall displays to help engage pupils.
- Provide vocabulary lists in advance of the lesson and give time to go through these with an adult or a more able pupil.
- ICT can help children access the learning e.g. viewing digital maps or exchanging ideas.

Key resources/documents for planning

Kapow Primary (school subscription)
<https://www.kapowprimary.com>

Websites:

- Google maps
- Ordnance survey
- Geogessr (KS2)
<https://www.geoguessr.com/>

HIAS Geography Moodle
<https://geography.hias.hants.gov.uk/>
(useful fieldwork resources and techniques)

Implementation

	Autumn	Spring	Summer
Year 1	<u>What is it like here?</u>	<u>What is the weather like in the UK?</u>	<u>What is it like to live in Shanghai?</u>
Year 2	<u>Would you prefer to live in a hot or cold place?</u>	<u>Why is our world wonderful?</u>	<u>What is it like to live by the coast?</u>
Year 3 (LKS2)	<u>Why do people live near volcanoes?</u>	<u>Who lives in Antarctica?</u>	<u>Are all settlements the same?</u>
Year 4 (LKS2)	<u>Why are rainforests important to us?</u>	<u>Where does our food come from?</u>	<u>What are rivers and how are they used?</u>
Year 5 (UKS2)	<u>What is life like in the Alps?</u>	<u>Why do oceans matter?</u>	<u>Would you like to live in the desert?</u>
Year 6 (UKS2)	<u>Why does population change?</u>	<u>Where does our energy come from?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>

Key knowledge

Year 1

What is it like here?	What is the Weather like in the UK?	What is it like to live in Shanghai
<ul style="list-style-type: none"> To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know the name of the country they live in. To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). 	<ul style="list-style-type: none"> To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map 	<ul style="list-style-type: none"> To know the name of the two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.

Year 2

Would you prefer to live in a hot or cold place?	Why is our world so wonderful?	What is it like to live by the coast?
<ul style="list-style-type: none"> To know some similarities and differences between their local area and a contrasting non-European country. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point 	<ul style="list-style-type: none"> To be able to name the seven continents of the world. To be able to name the five oceans of the world. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located. 	<ul style="list-style-type: none"> To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. To know that a sea is a body of water that is smaller than an ocean.

<p>of the Earth and the South Pole is the southernmost point of the Earth.</p> <ul style="list-style-type: none"> To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. To be able to name the seven continents of the world. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe. 	<ul style="list-style-type: none"> To know some key physical features of the UK. To know some key human features of the UK. To begin to recognise world maps as a flattened globe. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that a tally chart is a way of collecting data quickly. 	<ul style="list-style-type: none"> To know some key human features of the UK. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.
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Year 3

Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
<ul style="list-style-type: none"> To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know the main types of land use. To know some types of settlement. To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes. To know the different types of mountains and volcanoes and how they are formed. 	<ul style="list-style-type: none"> To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know the world's biomes. To know the main types of land use. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. 	<ul style="list-style-type: none"> To know the names of some of the world's most significant rivers. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use. To know some types of settlement. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the UK grows food locally and imports food from other countries. To understand that a scale shows how

<ul style="list-style-type: none"> • To know that an earthquake is the intense shaking of the ground. • To know the different types of settlement. • To know that a natural resource is something that people can use which comes from the natural environment. • To recognise world maps as a flattened globe. • To know how to use various simple sampling techniques. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. 	<ul style="list-style-type: none"> • To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know the world's different climate zones. • To know water is used by humans in a variety of ways. • To know that a natural resource is something that people can use which comes from the natural environment. • To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. 	<p>much smaller a map is compared to real life.</p> <ul style="list-style-type: none"> • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). • To know an enquiry-based question has an open-ended answer found by research. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.
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Year 4

Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they formed?
<ul style="list-style-type: none"> • To know where North and South America are on a world map. • To know the names of some countries and major cities in Europe and North and South America. • To know the names of some of the world's most significant rivers. • To know that climate zones are areas of the world with similar climates. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • To know the name of some counties in the UK (local to your school). 	<ul style="list-style-type: none"> • To know where North and South America are on a world map. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones. • To know that biomes are areas of the world with similar climates, vegetation and animals. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. 	<ul style="list-style-type: none"> • To know where North and South America are on a world map. • To know the names of some of the world's most significant mountain ranges. • To know the names of some of the world's most significant rivers. • To know the name of some counties in the UK (local to your school). • To know the name of some cities in the UK (local to your school). • To know the name of the county that they live in and their closest city.

<ul style="list-style-type: none"> • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know the world's different climate zones. • To know that climates can influence the foods able to grow. • To know the main types of land use. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know an enquiry-based question has an open-ended answer found by research. • To know what a questionnaire and an interview are. 	<ul style="list-style-type: none"> • To know the main types of land use. • To know that countries near the Equator have less seasonal change than those near the poles. • To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climates can influence the foods able to grow • To know that a natural resource is something that people can use which comes from the natural environment. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries. • To know that grid references help us locate a particular square on a map. 	<ul style="list-style-type: none"> • To begin to name the twelve geographical regions of the UK. • To know the main types of land use. • To know some types of settlement. • To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know the courses and key features of a river. • To know the different types of mountains and volcanoes and how they are formed. • To know water is used by humans in a variety of ways. • To know an urban place is somewhere near a town or city. • To know a rural place is somewhere near the countryside. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the UK grows food locally and imports food from other countries. • To understand that a scale shows how much smaller a map is compared to real life. • To recognise world maps as a flattened globe. • To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. • To know that an OS map shows human and physical features as symbols. • To know that grid references help us locate a particular square on a map. • To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. • To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).
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<ul style="list-style-type: none"> • To know that quantitative data involves numerical facts and figures and is often objective. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. • To know what a bar chart, pictogram and table are and when to use which one best to represent data. 	<ul style="list-style-type: none"> • To know an enquiry-based question has an open-ended answer found by research. • To know what a questionnaire and an interview are. • To know that quantitative data involves numerical facts and figures and is often objective. • To know that qualitative data involves opinions, thoughts and feelings and is often subjective. 	<ul style="list-style-type: none"> • To know an enquiry-based question has an open-ended answer found by research. • To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. • To know a Likert scale is used to record people's feelings and attitudes. • To know what a bar chart, pictogram and table are and when to use which one best to represent data.
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Year 5

What is life like in the alps?	Why do oceans matter?	Would you like to live in the desert?
<ul style="list-style-type: none"> • To know the name of many countries and major cities in Europe and North and South America. • To know some similarities and differences between the UK and a European mountain region. • To know the location of key physical features in countries studied. • To know why tourists visit mountain regions. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods. 	<ul style="list-style-type: none"> • To know the location of key physical features in countries studied. • To know why the ocean is important. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods. 	<ul style="list-style-type: none"> • To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts. • To know which factors are considered before people build settlements. • To know a line graph can represent variables over time. • To know that natural resources can be used to make energy. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data.

Year 6

Why does population change?	Where does our energy come from?	How could we make our local area more environmentally friendly? (Can I carry out an independent fieldwork enquiry?)
<ul style="list-style-type: none"> • To know that the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know the name of many countries and major cities in Europe and North and South America. • To know the name of many counties in the UK. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know some negative impacts of humans on the environment. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods. • To know that the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. • To know the name of many countries and major cities in Europe and North and South America. • To know the name of many counties in the UK. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know that London and the South East regions have the largest population in the UK. • To know the global population has grown significantly since the 1950s. • To know which factors are considered before people build settlements. • To know migration is the movement of people from one country to another. 	<ul style="list-style-type: none"> • To know the name of many countries and major cities in Europe and North and South America. • To know the name of many cities in the UK. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones. • To know that natural resources can be used to make energy. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods. 	<ul style="list-style-type: none"> • To know the name of many countries and major cities in Europe and North and South America. • To know the name of many cities in the UK. • To confidently name the twelve geographical regions of the UK. • To know some positive impacts of humans on the environment. • To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods.

<ul style="list-style-type: none"> • To know some negative impacts of humans on the environment. • To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. • To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. • To know that a pie chart can represent a fraction or percentage of a whole set of data. • To be aware of some issues in the local area. • To know what a range of data collection methods look like. • To know how to use a range of data collection methods. 		
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Link to Geography skills progression – Kapow Primary

https://www.kapowprimary.com/featured_documents/geography-progression-of-skills-and-knowledge/