Geography at St Johns Tiverton - September 2022.

Why do we teach Geography?
The intention of the Geography Curriculum at St John's Primary School is to inspire children's curiosity and interest to explore the world that we live in and its people. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.
How do we teach children?
At St John's, Geography is taught in half a term block, every term for one hour per week. The subject is explicitly taught in years 1 to 6 and units are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. Our Geography curriculum is designed so that children start with 'themselves' and their school or local area before working out to areas or regions of the United Kingdom and the rest of the world. We have developed a progression of skills within each year group, which enables pupils to build on and develop their knowledge and skills each year. Cross-curricular links are planned for, with other subjects such as Maths, Writing and Computing being incorporated within geography lessons and the curriculum. Location knowledge, fieldwork and map work are woven throughout the Geography topics. Effective use of educational visits, local fieldwork and visitors are planned, to enrich and enhance the pupil's learning experiences within the Geography curriculum. Children are given a knowledge organiser at the start of each unit which details some key information, key questions and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and is used as a reference document. Our geography curriculum is ambitious for all pupils. We therefore consider ways of minimising and reducing barriers so that all pupils are included. The areas where we consider varying approaches, adaptations and scaffolds that include maintaining an inclusive learning environment, using multi-sensory approaches (including ICT), working with additional adults, managing peer relationships through particular groupings, using a wide range of recording methods, ensuring clear communication for all needs, and allowing for formative assessment by ensuring learning objectives and outcomes are understood by all children and assessment methods are wide ranging so not reliant on writing ability.
What do we want our children to achieve?
Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent geographers in secondary education.

Where it all begins - laying the foundations for Geography in EYFS

Through 'Understanding the World' children learn about their immediate locality and familiar features building on their everyday experiences. They encounter distant places through topics and stories. They observe and discuss the weather and learn about and how it can affect us.

Location Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills
Recognises some environments that are different to the one in which they live. Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG) Recognises some similarities and differences between life in this country and life in other countries. Understands that some places are special to members of their community. Is able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps. (ELG)		Knows some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class. (ELG)	Is able to draw information from a simple map Creates their own simple map detailing their school environment and/or local area.

Vocabulary
Place Names: Tiverton, Devon, England, UK, world, Africa, **Geographical Terms and Processes**: environment, man-made, natural, weather **Locational Terms:** building, homes, local, school, shops, city, country, homes, location, national, town, village, countries, open space, regions, aerial view, road map, travel

Geography Curriculum - Key Concepts:

Pupils will develop an understanding of the physical process that shape our landscapes and how humans impact on the land and environment. They will develop an understanding of how to use maps and build knowledge of significant locations and places so they better understand the world in which they live. They will learn how to compare where they live to other places in the world by building their knowledge of different regions of our planet.

Locational Knowledge	Place Knowledge	Navigation	Fieldwork	Human Geography	Physical features and processes

Locational Knowledge

Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres.

Place Knowledge:

Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features.

Navigation:

Pupils will learn how to read and interpret maps, keys, scale, atlases and globes as well as knowing the points of a compass.

Fieldwork:

Fieldwork is a key component of geography and pupils will learn how to carry this out in different settings with increasing accuracy. They will learn how to observe and record their findings, how to collect, present and interpret fieldwork data, using instruments and equipment and take measurements.

Human Geography:

Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate.

Physical Features

Pupils will develop an understanding of different physical environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.

Year A

Maple Year A Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	That we live on earth We live in England Know the 4 countries in the UK	Know maps give information about the world Capital cities England, London, Wales Cardiff, Scotland Edinburgh, Northern Ireland Belfast **Yr 2's ext inc main countries of Europe** A continent is a large area of land. Many countries can be in 1 continent Europe is the continent we live in EXT Year 2's 7 continents – Europe, Asia, Africa, North America, South America, Australasia, Antarctica 5 oceans – Atlantic, Pacific, Indian, Southern Arctic	Main countries in Europe Countries in North and South America) Main Biome of the world
Disciplinary Knowledge		Use maps, globes and atlases	
VOCAB		Continent Map, atlas; capital city, United Kingdom, Ocean Europe, Asia, Africa, North America, South America, Australasia, Antarctica Atlantic, Pacific, Indian, Southern Arctic	

Learning focus/outcome	1. Use maps and globes to find out about countries 2. Use maps to locate the capital cities of the UK 3. Use maps to locate Europe (Find some countries within Europe) 4. Use maps to locate Africa 5. Use maps to locate Asia and Antarctica 6. Use maps to locate America and Australasia

Maples Year A Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Types of weather (EYFS) Interpret basic symbols (EYFS)	● Seasons names Autumn, winter, spring, summer ● Weather can change rapidly within 1 day ● The UK and our local area have daily weather patterns ● Examples of weather include sunny, rainy, windy, warm cold, cloudy, drizzle, snow, stormy (with thunder and lightning) hail, ● Weather is a description of what conditions are like in a particular place ● We can gather information about the weather in a particular place. ● Know weather during the year in Devon ● Weather is short term, climate is long term summary of weather conditions,	Biomes of the world (Kestrels) Water Cycle (kestrels)
Disciplinary Knowledge		● Identify patterns in weather ● Read charts (weather) ● Interpret a photo / video ● Record weather patterns ● Present data gathered in a chart	
Vocab		Weather Climate Winter summer autumn spring sunny, rainy, windy, warm cold, cloudy, drizzle, snow, stormy (with thunder and lightning) hail,	

Learning focus/outcome	1. Know the seasons and associated weather 2. Interpret a photo / video 3. Read weather charts (learn symbols) 4. Present data in a chart (keep weather diary for a week) 5. Identify patterns in weather

Maple Year A Summer	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	4 points on the compass Use symbols (EYFS)	Compass shows directions North south east west EXT yr 2's 8 points on the compass DIGI maps resource for compass points https://digimapforschools.edina.ac.uk/learning-resources/resource/5-discovering-where-atlases-age-5-7.html Field trip to Ex river, using a camera	Features of a river (Owls) Draw a plan of the local area (Woodpeckers B) Draw a sketch map of the coast (Owls) Compare and contrast human and physical features of 2 places in different locations (Kestrels and Eagles)
Disciplinary Knowledge		Draw a simple plan using shapes and labels of school grounds Identify simple features of school grounds Human features are man made Physical features are natural Use a camera to record what has been seen. Give maps a title and key	
Vocab		Key, title,compass,north,south,east,west ,physical,features,human features ,plan	

Learning focus/outcome	1. Know and use the 4 points of the compass (digi maps lesson, may take 2 lessons) 2. Identify human features of the school grounds 3. Identify physical features of the school grounds 4. Draw a simple plan of the school grounds (may take 2 lessons) 5. Record human and physical features using a camera

Willow Year A Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Maps give us information about the world A continent is a large area of land	Know maps give information about the world A continent is a large area of land. Many countries can be in 1 continent Europe is the continent we live in 7 continents – Europe, Asia, Africa, North America, South America, Australasia, Antarctica 5 oceans – Atlantic, Pacific, Indian, Southern Arctic Seas around the UK – English Channel, North Sea, Irish Sea, Atlantic Main countries of Europe- UK, Spain, France, Germany, Italy, Greece, Poland, Russia Belgium (inc any other country with links to your class) Associated capital cities. **Cross-reference with year group expectation for mapping to ensure coverage**	Use 4 figure grid references Know countries in North and South America Use maps to research
Disciplinary Knowledge		Use atlases, globes, digi maps 2 figure grid references	
Vocab		Continent map atlas globe seas oceans Names of the above.	

Learning focus/outcome	1. Use maps and globes to locate the 7 continents 2. Use maps to locate the oceans and seas around the UK 3. Use maps to locate the main countries of Europe (2 lessons) 4. Know the capital cities of the main countries of Europe 5. Use 2 figure grid references

Willow Year A Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Human and physical features near the Exe river	Key aspects of rivers – field trip to River Exe. Flood hazards Source – where the river begins Mouth – where the river meets the sea Flood plain – the land where the river is meant to flood Meander – bend in the river Bank – the edge of the river Bed – the bottom of the river DIGI MAPS TEIFI travels unit https://digimapforschools.edina.ac.uk/learning-resources/resource/teifi-travels.html	Identifying flood risks in the local area Water cycle
Disciplinary Knowledge		Use maps Recognise patterns on maps and begin to say what they show	
Vocab		River flood source mouth floodplain meander bank bed	

Learning focus/outcome	1. I can use an OS map to locate physical and human features. 2. I can describe the physical features of a river 3. I can recognise patterns on maps (Digi Maps Lesson) 4. I can recognise patterns on maps (Digi Maps Lesson) 5. Understand why the River Exe floods 6. Field Trip to apply learning - walk along the local river. Take pictures of features. Create a fact file about the River…

Willow Year A Summer	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	4 points of the compass Draw a simple plan of the grounds / local area Use symbols on maps Understand maps give us information about places in the world	8 points of a compass – north, northeast, east southeast, south, southwest, west Recognise and describe simple patterns in the environment – variations in traffic during the day. – use a tally chart. Use a camera / video to record. DIGI MAPS MAGIC TELESCOPE UNIT https://digimapforschools.edina.ac.uk/learning-resources/resource/magic-telescope.html	Use 4 figure grid references Align a map with a route
Disciplinary Knowledge		Draw a simple map using a key. Use simple compass directions to describe the location of features and routes on a map. Add features in correct places Reading and interpreting map features. Using Zoom to Area function. Drawing a fixed shape area. Placing labels	

Learning focus/outcome	1. Know main symbols on OS maps and 8 compass points 2. Read and interpret map features (digi maps lesson) 3. Read and interpret map features (digi maps lesson) 4. Recognise simple patterns in the environment 5. Recognise and describe simple patterns in the environment 6. Draw a simple route map.

Sycamore Year A Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Main countries in Europe Countries near the equator are hot, near the poles are colder	Countries in North and South America Key Environmental regions: forest, aquatic, savannah, rainforest, grassland, tundra, desert, ice. Biome – an environmental region Contours on maps show slopes Equator, Tropic of cancer, Tropic of Capricorn, North pole, South pole DIGI maps unit https://digimapforschools.edina.ac.uk/learning-resources/resource/10-themes-projections-and-world-regions.html	Mountains Compare and contrast an area in North / south America with UK Understand contours as part of mountains Read and interpret thematic maps
Disciplinary Knowledge		Zoom in on digi maps Use maps and atlases Use thematic maps Relate aerial views to mapping symbols Use 4 figure grid references	

Learning focus/outcome	1. Use maps and atlases (main lines on a map) 2. L.O. Know countries in North America 3. Know countries in South America 4. Understand and use thematic maps (digi maps) 5. Relate aerial views to mapping symbols (digit maps) 6. Use 4 figure grid references (Inc contours in this lesson)

Sycamore Year A Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Contour lines show slopes	Structure of the earth – inner core, outer core, mantle and crust Tectonic plates Earthquakes Magnitude – how earthquakes are measured Lava Ash Shield volcano – flat volcano made of runny lava composite volcano cone shaped, layers of ash and lava Active has erupted in living memory Dormant has not erupted in living memory but may still erupt again Extinct has not erupted and will not again.	Mountains
Disciplinary Knowledge		Mapwork Analyse data	

Learning focus/outcome	1. Understand the structure of the earth and that the earth's crust is split into tectonic plates 2. Understand the cause of earthquakes 3. To understand the effects of earthquakes 4. Structure and types of volcano 5. Effects of volcanoes 6. How and why do people live near volcanoes X Making a volcano https://www.nhm.ac.uk/discover/how-to-make-a-volcano.html https://classroom.thenational.academy/units/mountains-volcanoes-and-earthquakes-e02a

Sycamore Year A Summer	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	History of farming	Farming in Devon is smaller than farming in America. Dominant crops – corn and soya beans Use maps to research farms in America	Compare physical and human features of an area in Uk with an area of North America (Eagles)
Disciplinary Knowledge	Zoom into maps Understand symbols on maps Biomes of America	Use digi maps Compare aerial maps and photographs Measure size of farms and fields Add labels to maps Use maps to research about an area	

Learning focus/outcome	1. Farming in Devon 2. Measure areas and add labels to maps 3. Research farming in America 4. Compare Farming in Devon with Farming in America 5. Research farming in south America 6. Compare farming in Devon with farming in America

Oak Year A Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Biomes of the world Understand thematic maps Lines of latitude and longitude Know that maps give us information about the world Compare maps (Earth rotates once every 24 hours	Identify time zones and prime meridian Distribution of natural resources https://www.nationalgeographic.org/idea/distribution-resources/ Ideas and resources on national geographic website. Time zones – digi maps overlay Prime meridian – the line of 0 longitude by international agreement. Runs through Greenwich. A time zone is **a region of the Earth that has adopted the same standard time, usually referred to as the local time**. Most adjacent time zones are exactly one hour apart. Natural resources – resources that come from the earth Fossil fuels – oil coal and gas Renewable energy – wind, solar, geothermal DIGI maps lesson https://digimapforschools.edina.ac.uk/learning-resources/resource/9-exploring-time-zones.html	
Disciplinary Knowledge		use maps at different scales to illustrate a story or issue use maps to research factual information about locations and features. Use thematic maps for information Relate maps to each other	

Learning focus/outcome	1. Explore time zones (digi maps lesson) 2. Explore time zones (digi maps lesson) 3. Understand different types of resources 4. Use thematic maps for information (distribution of natural resources) 5. Relate maps to each other (distribution of natural resources)

Oak Year A Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Physical and human features Compare areas using maps Relate maps to each other	Compare and contrast human and physical features of Britain to a coastal region of North America – link to tourism Human features – towns. Cities, tourist resorts, villages, bridges, roads, ferries, airport Physical features, mountains, cliffs, rivers, valleys, estuaries, forests, woods.	Compare and contrast an areas on north America with an area in Britain
Disciplinary Knowledge		use maps at different scales to illustrate a story or issue use maps to research factual information about locations and features. Relate maps to each other Use digi maps	

Learning focus/outcome	1. Identify human features and physical features on maps 2. Identify the human and physical features of Southampton 3. Identify the human features of Ketchikan 4. Identify the physical features of Ketchikan 5. Use a linear scale to measure rivers 6. Compare and contrast Ketchikan and Southampton (extended writing piece)

Oak Year A Summer	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	4 figure grid references 8 compass points Follow a route on a map	DIGI maps unit Treasure hunt https://digimapforschools.edina.ac.uk/learning-resources/resource/treasure-hunt.html	
Disciplinary Knowledge		Reading and following directions on maps/knowing that Grid Reference numbers are used to pinpoint locations/using the Grid Reference tool/Using four and eight cardinal points. I can give directions and instructions to 8 cardinal points. I can align a map with a route. Use 6 figure grid references	

Learning focus/outcome	1. Read and write 6 figure grid references 2. Follow a route on a map (Digi maps lesson) 3. Follow a route on a map (digi maps lesson) 4. Give directions to 8 cardinal points (create their own route, draw their own map to show the treasure trail they have just followed. They could do this by annotating the map using the Digimap tools.) 5. Give instructions using grid references and cardinal points (Use the same start and finish locations used in the treasure trail but find a different route and describe it with clues.)

MAP SKILLS PROGRESSION DOCUMENT							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Direction/Location	Follow simple instructions	Follow directions (up, down, left/right, forwards, backwards.)	Follow directions (as in Y1) Introduce N, S, E, W	Use 4 compass points to follow/give directions. Use letter/no. coordinates to locate features on a map.	Use 4 compass points confidently. Begin to use 8 compass Points. Begin to use 4 figure coordinates to locate features on a map. Use letter/no. coordinates to locate features on a map confidently.	Use 8 compass points. Use 4 figure coordinates to locate features on a map and begin to explore 6 digit figures. Explore and understand a variety of thematic maps (E.g climate, population).	Use 8 compass points confidently and accurately. Use 6 figure co-ordinates confidently to locate features on a map. Understand and use lines of latitude and longitude on atlas maps.
Drawing Maps	Draw and create maps using real objects and/or pictures and symbols.	Draw picture maps of imaginary places and from stories. Draw maps of a familiar place. E.g. Classroom.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Begin to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order. Make a simple scale drawing.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	Look at signs and	Use your own	Begin to	Know why a key	Know why a key	Compare	Use/recognis

	symbols on different maps for example in school and the local community.	symbols on an imaginary map. Create a simple key for a familiar place.	understand the need for a key. Use class agreed symbols to make a simple key.	is needed. Use standard symbols.	is Needed. Begin to recognise symbols on an OS map.	maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Understand the main reason for lines of longitude and latitude.	e OS map symbols; Use atlas symbols.
Using Maps	Use a simple map and spot features on it. E.g School, church.	Use a simple picture map to move around school. Recogonise features on a map and in real life.	Follow a route on a map. Use a plan view. Use an 'First Atlas' to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Follow a short route on an OS map. Describe features shown on the OS map.

				orienteering)		Begin to understand how contour lines are shown on a map. Understand how to use the scale of a map to estimate distances.	Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Understand the scale of a journey. Understand how contour lines are shown on a map. Make links between what a 2D map would look like as a 3D representation.
Style of Maps	Real maps, electronic globes and maps, maps of classroom/school,	Picture maps, electronic maps and globes. Find land/sea on the globe.	Find land/sea/mountains/deserts/arctic environments on the globe.	Use large scale OS maps. Begin to use map sites on the internet. Begin	Use large and medium scale OS maps. Use junior	Use index and contents pages within atlases.	Use OS maps. Confidently use an atlas. Recognise

	town, parks, zoos, museum, story maps etc.		Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	to use 'Primary Atlases' Begin to identify features on aerial/oblique photographs	atlases. Use map sites on the internet. Identify features on aerial/oblique photographs.	Use medium scale land ranger OS maps.	world map as a flattened globe.