ST%20Bernadette%20School%20LOGO%2011-04COL

**Why is Geography important?**

Geography helps us to make sense of the world around us, better understand the places we live in, learn about and visit, why they matter and how they are connected to a globalised world.

Through geography, we encounter different societies and cultures and learn to appreciate the incredible diversity of landscapes and peoples.

In geography, we face questions of what it means to live sustainably in an interdependent world and learn to value and care for the planet and all its inhabitants.

**When is Geography taught?**

Geography is taught through thematic units. The attached overview maps out which thematic units feature this subject and the objectives taught.

**How is Geography taught?**

Geography is taught through a combination of subject knowledge, geographical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Sprng 2** | **Summer 1** | **Summer 2** | **National Curriculum** | **Trips/ experiences/ opportunities** |
| **Nursery** | All about me | Celebrations | Traditional Tales | Growth & Mini Beasts | Dinosaurs | Space | UW 24\*Looks closely at similarities, differences, patterns and change  UW 25 \* Talks about features of immediate environment and how they might vary.  UW 27\* Explain why some things occur  UW28 \* Talk about changes. | School environment/ summer term local walk post box |
| **Reception** | People & places | Around the world | Space | Traditional Tales | Growing & Mini Beasts | Under the sea | Welly walk along river spring term. Paradise Park \_ animals of the world |
| **Key Stage One**  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. | | | | | | | | |
| **Year 1** | Local geography |  | UK geography |  | Safari (Keyna) |  | **Locational knowledge** ~ name and locate the world’s seven continents and five oceans name, the four countries and capital cities of the United Kingdom and its surrounding seas.  **Place knowledge** ~understands geographical similarities and differences through studying the human and physical geography of a small area of the UK 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  **Geographical skills and fieldwork** ~ use world maps, atlases and globes to identify the UK countries/ continents /seas for KS1 . Use simple compass directions (North, South, East and West) and the location of features and routes on a map use school and local environment. | Gunpowder Mills  Local walk |
| **Year 2** |  | Local / National geography |  | Comparing UK to another |  | Weather | London visit autumn  Tring Spring |
| **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.** | | | | | | | | |
| **Year 3** |  | Extreme Earth (Weather) |  | Map skills (Global inc Russia ) |  | Three country study | **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. | Dunstable Downs Autumn  Verulamium Autumn  Westminster |
| **Year 4** |  | Rainforests |  | Pollution / Eco Warriors |  | Coasts | Cuffley Camp Autumn  Victorian Museum Spring  Hatfield House Summer |
| **Year 5** |  | Mountains | Three country study |  | Local geography |  | **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. | Alton Castle Orienteering |
| **Year 6** | Volcanoes |  |  | Rainforest | Rivers / Local study |  | Local River Colne Summer  Isle of Wight |

**Where do we learn about in Geography?**

We learn about the following locations:-

**Asia**

Egypt ( transcontinental country ~ Northwest corner of Africa and southwest corner of Asia )

**Africa**KeynaBenin  
Egypt

**North and Central America**American States

**South America**

Brazil ( Rainforests )

**Europe**England, Scotland, Wales , Ireland

Wider Europe including Russia

**Local Geography**

St Albans

London Colney

Hatfield

Bushey

Cuffley

**UK Geography**

Isle of Wight

London

Alton Castle ( Staffordshire)

**Seaside Locations**

To be agreed within other topic areas.

**What do we learn about in Geography?**

We learn about:-

Landscapes   
Human and physical features  
Landmarks  
Physical systems and processes  
Environments  
Settlements  
Biomes  
Climate  
Land use  
Environmental issues  
Sustainability  
Natural disasters

**How do we assess and monitor Geography?**

Plans to be used with learning objectives (LO) linked to National Curriculum . Pupils will be assessed with regard to Age Related Expectations (ARE), above at greater depth and not reaching. This will be gathered over the topic / term and used to inform assessment.