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The STM Geography Curriculum

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
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. Aims • Develop contextual knowledge of the location of globally significant places, 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 & human geographical features, how these are interdependent and how they bring about variation and change over time • Are competent in the geographical skills needed to collect, analyse and communicate data ; interpret a range of sources; communicate geographical information in a variety of ways	At St Thomas More we believe that a rounded understanding of the world in which we live is vital for a St Thomas More leaver if our children are to make informed decisions as they grow up. We want all children to appreciate similarities and differences between different areas of our country, our continent and our planet, and begin to understand the effect that these have on everyday lives in these places. They will be taught about key features of physical geography, including rivers, mountains, rainforests, volcanoes and climate, learning both the processes behind them and the impact that they have on human environments. We also believe that locational knowledge - the ability to use and identify places on maps and globes - is crucial. A St Thomas More leaver should depart our school knowing where they live and where that is situated in the world. They will be able to name and locate the seven continents and five oceans, as well as some of the continents, countries and regions that they have studied (such as the North and South America, Europe, Africa, Australia, Canada, Uk). Finally, children will learn to behave like geographers, collecting information through fieldwork, online research, data analysis, first– and second-hand accounts and map study. They will recognise the strengths and weaknesses of different sources of information and use this to inform their own conclusions and decision making - both at school and in the wider world beyond.

Links to learning in EYFS:	STM Connections Curriculum	STM Plus Curriculum
• Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment	• Links between understanding of science and geography when discussing habitats and issues around climate change and the water cycle. • Using online applications such as Digi maps and using the internet as a search tool to support learning all link to Computing • Learning about different cultures and religions ties geography and RE closely together. • Exploring foods from different cultures and festivals links to DT and RE topics. • Understanding the culture and human geography of countries will almost always link to their history.	• Explore our local area, through walks, visits and fieldwork to parks, shops and other places of interest • Visited a variety of different physical environments, including the seaside, forests and rivers • Had opportunities to compare life in Hull first hand with life in a local village. • Seeing recognised landmarks in real life. • Talking to people who have lived and grown-up in different parts of the world. • Explored the culture of different countries through in-school themed days, including tasting food from around the world.

Geography and History Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Changes in transport/local area	Hull/UK	**Space travel**	Geographical Skills – My world and My School	Kings, Queens and Castles	Seasonal and daily weather patterns
Year 2	Significant historical people and events in their own locality **Amy Johnson**	Hull	The Great Fire of London	Geographical Skills – Magical Mapping	Florence Nightingale	My local area and Luxor, Egypt
Year 3	Changes in Hull	The water cycle and rivers	The Tudors	Geographical Skills – Land use. The characteristics of the UK.	Ancient Civilisations: Shang Dynasty	Mapping locations – OS maps, 4 grid references
Year 4	Stone Age to Iron Age	Mountains, volcanoes and Italy	Anglo-Saxons	Geographical Skills – Weather and climate data	Egyptians	Mapping locations – compasses, 6 gris references
Year 5	Romans	My region and the South Aegean	Vikings	Geographical Skills - Biomes/ecosystems data	Ancient Greece	Mapping locations – OS maps, climate zones
Year 6	WWII	UK Economy	Mayans	Geographical Skills - Trade	Slavery: William Wilberforce	Yorkshire region v North Brazil

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Geography National Curriculum.
For more detail about linked subject progression within the EYFS Framework, please refer to **these documents**

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

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Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

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Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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

Pupils should be taught to:

- 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.

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Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. Our lessons come with end of unit assessments to give the teacher and adults leading geography confidence in the progression of skills and knowledge and that outcomes have been met. Key words are also highlighted in each lesson pack, to be used by children to deepen their geographical knowledge.

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Impact

We believe that the impact of using PlanIt Geography lessons as the basis of your curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

	KS1	LKS2	UKS2
Locational Knowledge	Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents. **KS1 Geography National Curriculum** Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children can: a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. **KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features. Children can: a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c 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; d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK. **KS2 Geography National Curriculum** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can: a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Place Knowledge	Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people. **KS1 Geography National Curriculum** Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children can: a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.	Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK. **KS2 Geography National Curriculum** Children can 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. Children can: a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. f	Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions. **KS2 Geography National Curriculum** Children can 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. Children can: a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

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Human and Physical Geography	Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. **KS1 Geography National Curriculum** Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Children can: a 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; b 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; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth. **KS2 Geography National Curriculum** Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can: **describe and understand key aspects of:** a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains. **KS2 Geography National Curriculum** Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children can: **describe and understand key aspects of:** a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; b 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; c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

Geographical Skills and Fieldwork	Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time. **KS1 Geography National Curriculum** Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Children can: a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; b use simple compass directions and locational and directional to describe the location of features and routes on a map; c devise a simple map; and use and construct basic symbols in a key; d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features. **KS2 Geography National Curriculum** Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns. **KS2 Geography National Curriculum** Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children can: a use maps, atlases, globes and digital/computer mapping to locate countries and describe features; b 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; c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.