

## Our Geography Intent

Our Geography curriculum is based on The National Curriculum and has been developed to ensure our pupils gain in depth understanding of places and environments, so that children have a contextual knowledge of geographically significant places, both on land and in the oceans. We aim to fire the children's imagination and encourage them to develop a passion for our amazing world and an understanding of their responsibility as a global citizen to protect the world and to understand that they can do their part to make it more peaceful, sustainable and fairer place. We aim to ensure that children understand the relationship between people and their effect upon their landscapes. Our curriculum provides the opportunity for children to develop and extend their geographical skills and their locational knowledge.

## Our Geography Implementation

Geography is taught through half termly topics, however it is made explicit that geography is the subject being taught. Purple Mash is used to enhance and support the teaching of geography. Each year group is taught at least three geography topics per year as well as geography being linked whenever appropriate into other subject areas. Each geography topic includes geographical knowledge and the opportunity to practise geographical skills. Geography will be contextualised and made relevant through educational visits and use of the local environment and school grounds, as well as using fieldwork to observe, measure, record and present human and physical features. Key vocabulary is displayed in each class room for the relevant topic, which is revisited and extended along the children's learning journey. Maps are displayed and globes and atlases are used to refer to when discussing localities.

## Christ Church Geographers will ...

Enjoy geography.

Be able to locate an increasing number of locations using maps and globes.

Be able to compare geographical similarities and differences between locations.

Be able to identify seasonal weather patterns.

To be able to use appropriate geographical vocabulary knowledge to describe key physical and human features.

Be able to use maps and globes, as well as be able to understand and name the points of the compass.

Retain key knowledge as well as complete practical subject skills; both components are practised over time starting from the foundation stage and developing in Key Stages 1 and 2.

Have a sound, informed understanding of geography which will enable them to study geography at a higher level.

To be excited by the study of the diversity of people and places in the world and be encouraged to experience these first hand.

Nursery			
Term	Knowledge	Skills	Vocabulary
Autumn Spring Summer	To begin to make sense of their surroundings and the world.	<p>To observe, find out about, and identify features in the place they live and the natural world.</p> <p>To talk about the features they like and dislike in their environment.</p> <p>To look closely at similarities, differences, patterns and change.</p> <p>To ask questions about why things happen and how things work.</p>	World, family, home, school, left, right, straight, bottom, top, outside, inside, under, below, behind, same, different, patterns, change, weather, rainy, cloudy, sunny, windy

Reception			
Term	Knowledge	Skills	Vocabulary
Autumn	<p><b>Environments</b> To know the differences in our environment.</p> <p>To explore and talk about the natural world around me.</p>	<p>To ask and respond to simple closed questions.</p> <p>To investigate their surroundings.</p> <p>To make observations about where things are e.g. within school or local area.</p>	Town, village, park, playground, river, fields, farm, trees, earth, planets, sky, sun, moon, seasons, cold, hot, warm, rain
Spring	<p><b>Polar regions</b> To talk about the difference between the north and south pole.</p>	To ask and respond to simple closed questions.	North, south, snow, cold, ice, Inuit, igloo, arctic, penguin, snowy owl, sea

	To know the difference between hot and cold places.	To use information books/pictures as sources of information.	lion, polar bear, freezing, snowflake, icicles.
Summer	<b>Local area</b> To explore and talk about the natural world around me.	To use a basic map.  To talk about places in the local community.	Town, village, park, playground, river, fields, farm, trees, earth, planets, sky, sun, moon, seasons, cold, hot, warm, rain

KSI			
Term	Knowledge	Skills	Vocabulary
Spring	<p><b>Arctic Adventure Cycle 1</b></p> <p>To identify the location of cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To understand a temperate biome (without that vocabulary).</p> <p>To name and locate the world's seven continents and five oceans.</p> <p>To know some countries near the north pole.</p> <p>To know the continent at the south pole.</p> <p>To know some plants and animals that live in the places that are discussed.</p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans associated with the arctic.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To devise a simple map.</p> <p>To compare the weather patterns in the United Kingdom with the location of cold areas of the world.</p>	<p>Polar earth Ice weather Glacier Cold Antarctic equator south pole north pole northern lights arctic snow Inuit sea lion husky igloo</p>

	<p><b>Megastructures Cycle 1</b></p>	<p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To use world maps, atlases and globes to identify landmarks around the world.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and megastructures.</p>	<p>Buildings Architecture Construct Houses Bridge Structure Walls Tools Texture Height Depth</p>
Summer	<p><b>India Cycle 1</b></p> <p>To know where India is located on a map.</p> <p>To know geographical similarities and differences of a small area of the United Kingdom and India. (Central Manchester vs Central Mumbai and Walshaw vs. a rural village in India.)</p> <p><b>Where I live Cycle 2</b></p> <p>To compare the local area with a contrasting urban area.</p> <p>To name, locate and identify characteristics of the four countries and</p>	<p>To ask and respond to simple closed questions about the local area and India.</p> <p>To use information books/pictures as sources of information to find similarities and differences of the UK and India.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans relating to India.</p> <p>To name and locate the world's seven continents and five oceans.</p> <p>To know that Walshaw is a Village near the town of Bury, in the county of Greater Manchester, in the North West of England, which is a country in the United Kingdom.</p>	<p>Asia Indian ocean New Delhi Taj Mahal Hinduism Bombay</p> <p>North, South, East, West, England, United Kingdom, Europe, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Old, past, change, modern, present, architect, London, capital city, United Kingdom, River Thames, city, town, village, factory, farm, house, office, port, harbour and shop.</p>

	<p>capital cities of the UK and its surrounding seas.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK- Walshaw, Bury</p> <p>To identify seasonal and daily weather patterns in the UK key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><b>Seaside Cycle 2</b></p> <p>To compare the local area to a coastal area.</p> <p>To know human features of a seaside settlement, as well as the vocabulary found at the coast (e.g. harbour, cliff, coast, port, beach)</p> <p>To know that the sand and pebbles on a beach have been created by the water hitting land and eroding it.</p> <p>To know that an urban area on the coast is called a harbour and that this will be a place ships and boats can dock.</p>	<p>To use a globe, atlases and maps to locate the four countries and capital cities of the UK and India.</p> <p>To know how to talk about the four countries of the United Kingdom using geographical vocabulary (NESW).</p> <p>To know the four seas.</p> <p>To know the capital cities.</p> <p>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.</p> <p>To use simple compass directions to describe locations.</p> <p>To 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.</p> <p>To 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</p>	<p>beach, cliff, coast, sea, ocean, port, harbour, shop, pier, beach, sand, tide, tourists, sandscastles, rocks, pebbles,</p>
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Year 3			
Term	Knowledge	Skills	Vocabulary
Autumn	<p><b>The UK in the Iron Age</b></p> <p>To describe and understand the physical geography of the earth during the Stone Age through to the Iron Age.</p> <p>To compare the climate and global colder temperatures with present day and what this meant for farming.</p> <p>To discuss the importance of rivers and hillforts and the location of settlements.</p> <p>To understand the difference between life during the Stone Age to Iron Age with that of a present-day child.</p> <p>To use maps to locate Iron Age tribes in the United Kingdom.</p> <p>To know that settlements in the Iron Age were the first formal settlements.</p> <p>To know that now people live in larger settlements and they look different.</p> <p>To know what a hamlet, village, town and city is.</p> <p>To know what a county is.</p>	<p>To name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics during the Stone Age to Iron Age.</p> <p>Know how to locate some counties near to Greater Manchester.</p> <p>To know how to find some settlements in Greater Manchester on a range of maps (OS, aerial view.)</p> <p>To know some OS symbols.</p> <p>To know how to use 4 figure grid references to talk about the features seen on a map.</p>	<p>Farming, agriculture, hunting, gathering, evolve, rivers, settlements, hillforts, landscape, tribes, tribal, invade, migration</p>

<p>Spring</p>	<p><b>Volcanoes and Earthquakes.</b></p> <p>To describe and understand key aspects of physical geography including:          To know how volcanoes are formed.          To know they erupt and the different forms.          To know the structure of a volcano.          To know the different layers of the earth.          To understand the term plate tectonics.          To start to know the world's countries - focus on Europe.</p>	<p>To locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate famous volcanoes including Mount Vesuvius.</p> <p>To describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes</p>	<p>Crust, molten, magma, magma chamber, pyroclastic surge, vent, volcanic ash, eruption, lava, crater, extinct, dormant, active, composite, shield, cinder, tectonic plates, crust, mantle, inner and outer core</p>
<p>Summer</p>	<p><b>Coasts</b></p> <p>To know that there is one global ocean that is often divided into five distinct oceans.          To know that the Pacific Ocean is the largest body of water on Earth.          To know that seas are smaller bodies of water than oceans.          To know that the UK is surrounded by: The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean.          To know that food is transported to and from all over the world, mostly via boats and lorries, though other forms of transportation are also used.          To know that where the land meets the sea is called a coast and when seen on a map this can be called a coastline.</p>	<p>To identify coasts on maps.</p> <p>To know the physical processes involved in the creation of coast.</p> <p>To describe and understand key aspects of: physical geography, including: mountains and the water cycle;</p> <p>To locate oceans on a world map and globe: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean and the Arctic Ocean</p> <p>I can locate The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean on a labelled map.</p>	<p>Cave, arch stack, waves, cliffs, coastal erode, headland, beach, inlet, sea, lake, sand, pebbles</p>

	<p>To begin to understand the tides.</p> <p>To know that on some places along the coast lighthouses are a means to protect ships and boats from crashing into cliffs and rocks beneath the water near to the coast.</p> <p>To know that seawater contains salt which makes it unsafe to drink.</p> <p>To know that locations along the coast are often locations for people going on holiday as many people enjoy relaxing on the beach.</p> <p>To know that one of Britain's greatest artists, JMW Turner, famously painted seascapes, which are pictures of the sea.</p>	<p>I can use an OS map of Wells-Next-The-Sea to identify a mixture of urban and coastal landmarks, including the harbour, police station, places of worship, sluices (a water channel controlled at its head by a gate) and library.</p>	
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Year 4			
Term	Knowledge	Skills	Vocabulary
Autumn	<p><b>Anglo Saxons kingdoms and settlements</b></p> <p>To know where the Anglos Saxons, Jutes and Vikings invaded from.</p> <p>To know the name of the Anglo-Saxon kingdoms.</p> <p>To know place names of Anglo-Saxon relevance and locate on map.</p> <p>To know what migration is (rural to urban areas.)</p>	<p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Empire, rebellion, raid, status, aristocracy, tribe, hostile, priory, Scandinavia, invasion, emperor, settlement, kingdom, idol, legion, native, capital, pagan, barbarian, migration</p>



	<p>To know what population growth means for settlements. To know what defines a Mega City.</p> <p>To know that the UK only has one city with population over 10 million.</p>		
Spring	<p><b>South America and deserts</b> To know key counties and cities in South America and their key features and tourist attractions.</p> <p>To know that Brasilia is the capital of Brazil.</p> <p>To know what a favela is.</p> <p>To know key mountains and rivers in South America and locate them.</p>	<p>To compare the Amazon river to the River Irwell.</p> <p>To understand and be able to describe what life is like in Brazil for a child.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features of South America.</p>	<p>Capital city, climate, coast, continent, country, desert, environmental region, equator, fertile, human feature, lake, location, mountain range, physical features, population, rainforest, southern hemisphere, tropical, vegetation belt, volcano</p>

Year 5			
Term	Knowledge	Skills	Vocabulary
Autumn	<p><b>Extreme environments (Biomes and Climate Zones)</b></p> <p>To know and locate deserts around the world – using an atlas.</p> <p>Know how animals have adapted to different climates.</p>	<p>To 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).</p>	<p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian</p>

	<p>To have an awareness of the wider world e.g. equator, tropics</p> <p>Exports and what their diet consists of.</p>	<p>To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and mountains</p> <p>To locate the world's countries, using maps to focus on Africa and Asia (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator.</p> <p>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 South America.</p>	
Spring	<p><b>Trade</b></p> <p>To know what trading is.</p> <p>To know the difference between imports and exports.</p> <p>To know some goods exported from the UK.</p> <p>To know some goods imported to the UK.</p> <p>To know some countries the UK exports goods to.</p>	<p>To explain the UK's trade links with other countries.</p> <p>To use maps to show the UK's trade links with other countries.</p> <p>To explain the importance of fair trade.</p> <p>To explain the global supply chain.</p> <p>To explain how trading has changed through history.</p>	<p>Globalisation, British Empire, Tudor, Victorian, trade, import, key, Fairtrade, trading, global supply chain, export</p>

	<p>To know some countries the UK imports goods from.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK trade links.</p> <p>To describe how goods can be the product of more than one country.</p> <p>To describe how trade takes place today.</p> <p>To describe how trade took place in Tudor and Victorian times.</p>	
<p>Summer</p>	<p><b>Mountains</b></p> <p>To know the key features of a mountain range.</p> <p>To know the different ways areas of higher ground are shown on a map.</p> <p>To know that not all mountains look the same and that they are formed a very long time ago.</p> <p>To know how tectonic plates move together to create fold mountains and how lava flow creates volcanic mountains.</p> <p>To know what the weather is usually like on</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges.</p> <p>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 in the context of mountain ranges.</p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and</p>	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, native, drainage basin, continental divide, colony,</p>

	<p>a mountain.</p> <p>To know the similarities and difference between mountains near Manchester, and New Hampshire. (Mount Washington vs Pendle Hill/ Peak District.)</p>	<p>the water cycle in the context of mountain climates.</p> <p>To describe and understand key aspects of 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 in the context of mountain tourism</p>	
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Year 6			
Term	Knowledge	Skills	Vocabulary
Autumn	<p><b>Local area and UK.</b></p> <p>To know the human geography of the local area, including: types of settlement and land use, land-use patterns; and understand how some of these aspects have changed over time.</p> <p>To use 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.</p> <p>To know where evacuee children evacuated to.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p>Locate the world's countries, using maps to focus on Europe including the location of Russia e.g. countries invaded by Germany during WW2 and which countries were involved in both Wars &amp; on which sides.</p> <p>Name and locate counties and cities of the United Kingdom, e.g. follow the journeys of evacuees within the UK; know which cities received brunt of German bombing.</p>	<p>Village, town, city, county, country, continent, fieldwork, north, east, west, south, locate, route, aerial map, semi-detached, terrace, detached, bungalow, train station, flats, atlas, globe, valley, nation, land, settlements, evacuation</p>

<p>Spring</p>	<p><b>Mediterranean</b> To compare the weather/climate in Bury and Sorrento in Italy and exploration of the reasons why.</p> <p>To discuss location of the Equator, Tropics etc.</p> <p>To compare Bury with Sorrento and Manchester with Rome. To explore maps on different scales.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of the region of Greater Manchester/Lancashire and the Campania Region/Amalfi Coast.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4 and 6-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. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Locate the largest urban areas on a map and use geographical symbols e.g. contours to identify flat and hilly parts.</p> <p>Ask geographical questions e.g. what is this landscape like? What is lifelike there? Study photos, pictures and maps to make comparisons between locations.</p> <p>Identify and explain different views of people including themselves.</p>	<p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, equator, tropics, Europe, Sorrento, Italy</p>
<p>Summer</p>	<p><b>Raging rivers</b> To explore local rivers including the River Irwell.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries, cities and rivers and describe features studied.</p>	<p>erosion, deposition, transportation, meanders, estuary, glacier, gorge, riverbed, riverbank, waterfall, tributary, source, stream, lake, brackish, current,</p>

	<p>To identify important world rivers, linking previous learning e.g Amazon, Orinoco, Nile, Hudson, Colorado.</p> <p>To explore and understanding of river features and subject specific vocab (e.g source, mouth, meander).</p> <p>To understand the Water Cycle.</p>	<p>To locate and identify some of the major rivers of the world including a variety of GB rivers and world rivers using 8 compass points confidently, 4 figure coordinates confidently and begin to use 6 figure grid refs as well as use latitude and longitude on atlas maps.</p> <p>To use the language of rivers e.g. erosion, deposition, transportation, meanders. Investigate how rivers have changed over time due to erosion.</p> <p>To explore a river's journey from source to mouth and be able to confidently talk about it.</p> <p>To compare how river use has changed over time and research the impact on trade in history.</p> <p>To research and discuss how water affects the environment, settlement, environmental change and sustainability.</p>	
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