



# St. Augustine of Canterbury Catholic Primary School

*“Created by God to love and learn”*

## Our Geography Curriculum

Our Core Values:

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God’s children to succeed to their full potential as we are **Created by God to love and learn.**

We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we strive to equip children with the skills, knowledge and understanding necessary to make informed choices about the important things in their lives. We believe that effective and stimulating teaching will lead to consistent and quality learning experiences to help children to lead happy and rewarding lives.

We consider the following ten values as instrumental when framing the life of the school.

- **Respect:** of ourselves and our neighbour both near and far from every culture and faith.
- **Love:** of everyone and everything God created.
- **Humility:** knowing that we are one of many and avoid selfishness
- **Courage:** in the face of the unknown or meeting a new challenge or just having a go!
- **Responsibility:** for our actions or inaction
- **Compassion:** showing care and support to others
- **Perseverance:** never giving up
- **Service:** supporting others by giving of our time, organising charitable activities
- **Honesty:** in thought and deed
- **Curiosity:** a pre-requisite for learning about the world about us

## Our Approach, Aim, and Curriculum

Our key curriculum drivers are determined by our values and the needs of our learners:

**Inclusivity Creativity Curiosity Oracy**



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## GEOGRAPHICAL KNOWLEDGE AND SKILLS

LOCATIONAL KNOWLEDGE SUBSTANTIVE KNOWLEDGE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know where the local shops are</p> <p>Know why there is a need for shops, schools, churches, etc</p>	<p>Know the names of the four countries that make up the UK</p> <p>Know the names of the three main seas that surround the UK</p> <p>Know the names of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</p> <p>Know the names of significant landmarks in London</p> <p>Know the name of the nearest town or city</p> <p>Know their address, including postcode</p>	<p>Know the names of and locate the seven continents of the world</p> <p>Know the names of and locate the five oceans of the world</p> <p>Know simple compass directions (North, South, East and West)</p>	<p>Know the difference between Great Britain, The British Isles and the United Kingdom</p> <p>Know the names of and locate at least eight counties and at least six cities in England</p> <p>Know the names of four countries from the southern and four from the northern hemisphere</p> <p>Know, name and locate the main rivers in the UK</p> <p>Know and name the eight points of a compass</p>	<p>Know the names of and locate at least eight European countries</p> <p>Know the names of and locate at least eight major capital cities across the world</p> <p>Know where the main mountain regions are in the UK</p> <p>Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map</p>	<p>Know what is meant by the term ‘tropics’ and locate places</p> <p>Know the names of a number of European capital cities</p> <p>Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal</p> <p>Know the position and significance of: latitude and longitude, the Equator, Northern and Southern Hemisphere, Arctic and Antarctic circle, The prime/Greenwich Meridian and time zones (including day and night).</p>	<p>Know the names of, and locate, a number of South or North American countries</p> <p>Know where countries in the British commonwealth are situated</p> <p>Know the position and significance of: latitude and longitude, the Equator, Northern and Southern Hemisphere, Arctic and Antarctic circle, The prime/Greenwich Meridian and time zones (including day and night).</p>

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LOCATION KNOWLEDGE DISCIPLINARY KNOWLEDGE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Look at simple maps and globes identifying land types and the sea	Understand that maps and the globe are used to locate key places around the world	Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth Know and use the terminologies: left and right; below, next to	Understand that countries have defined borders and that each country has its own government or equivalent	Appreciate that countries can be reformed, sometimes creating smaller countries or sometimes amalgamate.	Appreciate that most countries have capital cities from where their government operates but these can sometimes change.	Appreciate how historically there have been changes to many countries across the world, including changes in names.

PLACE KNOWLEDGE SUBSTANTIVE KNOWLEDGE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when	Know and name the characteristics of the local area Know features of cold places in the world Know where the equator, North Pole and South Pole are on a globe	Know the main differences between the climate and features of a place in England and that of a small place in a non-European country Know features of	Explain clearly the main differences between a village, town and city Know the main differences between a rural and an urban location within the UK	Know at least five differences between living in the UK and a Mediterranean country Know that climate and physical features have an important part to play when considering where and how people live Know the physical	Know and recognise many of Europe’s key landmarks Know and recognise the physical conditions necessary for the creation of different biomes Contrast the main features found in two different biomes, e.g., temperate and tropical	Know key differences between living in the UK and in a country in either North or South America Know why the south and north poles have long periods of light or dark according to time of year and know how people who live there adapt their lives



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appropriate – maps	Know some of the characteristics associated with a coastal place in comparison to where they live	hot and cold places in the world	Know the physical conditions necessary for the creation of different biomes	conditions necessary for the creation of different biomes		accordingly Know how a continent’s climate can vary and impact on people’s lives Know and recognise the physical conditions necessary for the creation of different biomes Contrast the main features found in two different biomes, e.g., tundra and desert
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PLACE KNOWLEDGE DISCIPLINARY KNOWLEDGE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Uses comparative language to describe objects as near or far away Describes from photographs different environments around the world Describes where they live and the surrounding area – shops, roads, parks etc.	Compare regions that are very cold, focusing on climate, temperature and people.	Contrast a place they know well with another they are not familiar with, using maps, photographs and videos to help make comparisons Compare regions that are very hot with ones that are very cold	Compare and contrast two regions within the UK that are very different and begin to appreciate why physical and human features will be different in these places	Use measurements, such as temperature, height, distance and length of daylight to compare two places following changes in both across different months.	Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features.	Appreciate why people choose to live where they do despite weather conditions or difficult physical features



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## HUMAN AND PHYSICAL GEOGRAPHY SUBSTANTIVE KNOWLEDGE

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class</p>	<p>Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village Know the key physical and human features of a coastal place Know why do we have different coloured bins</p>	<p>Know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach Know some of the advantages and disadvantages of living in a city or village Know why is it important to recycle</p>	<p>Know about some of the physical features related to the UK, e.g., lake district, coastal areas, etc. Label layers of a rainforest and know what deforestation is Know and explain the features of a water cycle</p>	<p>Know that people’s jobs are determined by where they live Know what causes an earthquake and tsunami Label the different parts of a volcano Know the names of a number of the world’s highest mountains Know why recycling is important Know and label the main features of a river Know the name of and locate a number of the world’s longest rivers Know why most cities are situated close to a river</p>	<p>Know about the key human and physical differences between living in the UK and a different European country Know what is meant by biomes and what are the features of a specific biome Know the term ‘fair trade’ and its implications on the lives of so many people Know about the positive and negative features of plastic Know why ports are important for world trade</p>	<p>Know the names of and locate some of the world’s deserts Know about climate change and its potential impact on our lives Know why industry is important to the world Know about the issues associated with Brexit Know how the lives of children vary across the world</p>



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HUMAN AND PHYSICAL DISCIPLINARY KNOWLEDGE						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify features created by humans (houses, shops) and those created by nature (cliffs, beaches) Describe vegetation in a variety of different photographs from around the world and comments on sizes, shapes and weather	Begin to appreciate the different weather patterns in the UK Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles	Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people	Recognise how human geographical features change over time Understand what is meant by being environmentally friendly	Understand how ideal settlements may have changed over time Understand some of the arguments put forward in relation to green energy	Understand why their village/ town or city exists and what brought people to live there Understand the issues associated with Fair Trade	Reflect on the key changes that have occurred in buildings, trade and population Understand the consequence of ignoring climate change

DISCIPLINARY KNOWLEDGE GEOGRAPHICAL SKILLS AND FIELDWORK						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make simple pictorial representations or chart of observations or information gathered Label simple diagrams and pictures Discuss elements in	Understand why it is important for all streets to have a name, including post code Be able to follow a simple road map and recognise key	Locate the nearest town or city on map of the UK Locate a number of cities on a map of the UK Make a model,	Use maps to locate world countries and capitals Use a globe to gain a better understanding about countries'	Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Distinguish between the Northern and Southern hemisphere on both a world	Use graphs to record features such as temperature or rainfall across the world Use appropriate special language when giving directions Recognise most of the	Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Understand how to use digimaps Be familiar with topographical maps and

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<p>photographs – weather, hot, cold, etc. Describe and experiment with direction of movement Use a magnifying glass Use a camera/digital device to take still and moving images Add detail to a map of a familiar place – bedroom, classroom Use simple positional cues – gives directions around the room or a space</p>	<p>landmarks, such as a church Talk about the features in the local environment Observe and record information about the local area, i.e. types of shops, bus stops etc. Take photographs of locally interesting geographical features Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. Talk about the main differences between a world map and a globe</p>	<p>using road strips and toy buildings that shows features in an area Study aerial photographs and use locational and directional language when doing so Use Google Earth to find features in their locality Use the school grounds or near park to create an initial sketch of what they see.</p>	<p>location (USA and Russia, for example) Talk about the features in their local environment and compare it with another they know Create a report after a fieldwork activity that focuses on geographical features observed Use systematic sampling and data collecting as part of fieldwork activity Produce freehand map of a known place, e.g., journey between home and school</p>	<p>map and a globe Plan a journey within the UK, using a road map Make a model to show part of the local area, e.g. parks, shopping precinct, etc. Understand how to use four-figure grid references Explain what a place is like and why</p>	<p>symbols used on a UK road map, including status of roads Understand some of the main features of a satnav Recognise ordnance survey (OS) symbols and know what they stand for Carry out tests over time, evaluate changes and consolidate their understanding Add annotations, such as label and captions to freehand maps</p>	<p>know about contours, etc Understand how to use six figure grid references Set up a geographical fieldwork enquiry, starting with a hypothesis Review, apply and consider next steps as a result of their geographical enquiry Create journey booklets, to include maps, sketches and samples to capture what a place is like Create map displays to communicate their fieldwork investigations Use digital mapping software packaged with confidence</p>
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