



Geography

Intent Statement

The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives.

Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum.

SPPS GEOGRAPHY CURRICULUM

History and Geography Curriculum Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Geography	History	Geography	History	Geography	History
EYFS	SPPS Topic	All about me	Celebrations in my family past and present	Transport	Celebrations in my family past and present	The natural world around us	People around us
Year 1	NC SPPS Topic	PK My local area	Changes within living memory Toys: Past and Present	LK Wonderful Weather	Significant individual from the past Great explorers	HPG Our Country	Comparison of life in the past Mary Seacole & Edith Cavell
Year 2	NC SPPS Topic	GSF/LK/PK Sensational Safari	Significant historical events Breaking Barriers: Women and the wonders of flight	LK What a Wonderful World	Events beyond living memory The Great Fire of London	HPG Beside the Seaside	Comparison of life in the past Rosa Parks & Emily Davison
Year 3	NC SPPS Topic	LK/PK The UK	Changes in Britain from Stone Age to Iron Age Stone Age to Iron Age	GSF Land Use	Britain's settlement by Anglo-Saxons & Scots/Vikings Anglo-Saxons & Scots/Vikings	HPG Extreme earth	Local history study HMT Windrush & Claudia Jones
Year 4	NC SPPS Topic	LK/PK Geography of Egypt	Achievements of the earliest civilisations Ancient Egypt	HPG Water	Chronological knowledge beyond 1066 The Tudors	LK/GSF All Around the World	Local history study Fighting for Freedom: London & Nelson Mandela
Year 5	NC SPPS Topic	LK/PK Exploring Eastern Europe	Achievements of the earliest civilisations Ancient Greece	GSF Marvellous Maps	Roman Empire and its impact Roman Britain	HPG Magnificent Mountains	Local history study Local heroes: Walter Tull to Bishop Wood
Year 6	NC SPPS Topic	LK/PK The Americas	Achievements of the earliest civilisations The Maya civilisation	HPG Our Changing World	Chronological knowledge beyond 1066 WWII including the Battle of Britain	GSF My Local Area	Local history study RAF Croydon & Lillian Bader

Key: LK- locational knowledge, PK- place knowledge. HPG- human and physical geography, GSF- geographical skills and fieldwork

Knowledge and Skills Progression

Geography Progression				
	Location Knowledge	Place Knowledge	Human and Physical Geography	Geography Skills and Fieldwork
EYFS	<ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants
Year 1	<ul style="list-style-type: none"> • Use photos and pictures to locate places in the local environment. • Know what maps, plans, atlases are & that they represent where places are located. • Can find London, the Thames and know where Croydon is in London and UK. 	<ul style="list-style-type: none"> • Be aware of places beyond immediate local area and understand geographical similarities and differences through studying the human and physical geography of: • A small area in a contrasting non-European country (i.e. Brazil, St Lucia, India, South Africa etc. through letters / postcards, travel agents, planning a holiday, writing a travel brochure, diary) • Identify and describe the key human and physical features through a local study i.e. playground, park, homes, buildings, shops, improving the local area, routes and journeys etc. • Talk about similarities and differences between places, e.g. the school playground and the town park. 	<ul style="list-style-type: none"> • Use simple geographical words to describe physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, season, vegetation, season, weather. • Use simple geographical words to describe human features e.g. city, town, village, factory, farm, house, office, port, harbour, shop. 	<ul style="list-style-type: none"> • Use 'left', 'right', 'forwards' and 'back' to describe the location of features and routes on a map. • Use simple compass directions (North, South, East and West). • Talk about and describe features of the local environment from photos and leaflets etc. • Label photos and pictures of the local environment, e.g. the church, river etc. • Use simple aerial photos to identify landmarks and basic human and physical features. • Draw a simple map (real or imaginary place) e.g. freehand maps of playground, classroom, garden, park, setting from a story etc.

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Year 2	<ul style="list-style-type: none"> • Name and locate key cities in the United Kingdom and surrounding seas. • Name and locate key characteristics of the capital cities in the United Kingdom. • Name and locate some countries around the world in atlases and on a globe. • Name and locate the world's seven continents and five oceans. 	<ul style="list-style-type: none"> • Investigate issues, express views and take part in decision-making activities to improve their immediate environment (i.e. local traffic, litter problems, saving energy and water, recycling etc.). • Identify human and physical features in a small area of the United Kingdom. • Compare human and physical features of my local area and a small area of the United Kingdom. • Compare what it is like to live in an urban and a rural area of the United Kingdom. • Identify human and physical features in an area of a non-European country. • Make observations about what it is like to live in an area of a non-European country. 	<ul style="list-style-type: none"> • Can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Identify human and physical features in an area of the United Kingdom and an area abroad. • Describe and understand key aspects of: physical geography, including: climate zones, biomes, rivers, mountains, volcanoes and earthquakes • Make observations about connections between human and physical features. • Use geographical vocabulary. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify world countries, continents and oceans. • Draw a map from a picture (See RGS website resource). • Use simple compass directions (North, South, East, and West) to describe the location of features on a map. • Use maps, atlases, globes and digital/computer mapping to locate countries • Develop geographical skills through matching places to photographs, measuring rainfall, observations, tally charts and pictograms • Use simple aerial photos to identify landmarks and basic human and physical features.
Year 3	<ul style="list-style-type: none"> • Name and locate counties and cities of the UK, geographical regions and identify human and physical characteristics (hills, mountains, coasts, rivers) • Understand how some of these aspects have changed over time. • Use maps and simple street plans to locate places and features in the locality and further afield. • Locate the world's countries, using maps to focus on Europe 	<ul style="list-style-type: none"> • Identify similarities and differences between places and environments of a region of the United Kingdom and a region in a European country. • Understand how people can take actions to change and improve their environment. 	<ul style="list-style-type: none"> • Identify a range of simple physical processes, e.g. rivers, mountains, volcanoes and earthquakes. • The study of the human and physical geography of a region in the UK. • Talk about and describe how people try to improve and sustain their environment from local to global scale (i.e. fair trade, energy and water). 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify world countries, continents, oceans, capital cities etc. • Begin to understand the link between human and physical activities. • Identify a range of geographical features on maps. • Create a simple map of a familiar location using symbols and a simple key to represent landmarks. Use the 8 points of the compass to describe the location of features and routes on a map.

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<p>Year 4</p>	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region. Suggest reasons for the location of towns and settlements in a particular place, e.g. next to a river, on a hilltop. 	<ul style="list-style-type: none"> Understand key aspects of the water cycle. Identify a range of simple human processes, e.g. types of settlement and land use in Egypt. Identify simple geographical patterns, e.g. hotels on a seafront. Identify and describe the way in which physical and human processes can change the features of a locality. 	<ul style="list-style-type: none"> 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. Understand relationship between map, atlas and globe and locate countries on all three. Use a variety of maps using different scales (OS maps, A to Z, tube, European/world maps, historical maps). Use an increasing range of secondary sources and first-hand enquiry, e.g. surveys. Take part in simple fieldwork using simple equipment, e.g. compass, map, camera etc. Use simple geographical vocabulary, e.g. country, city, climate, landscape.
<p>Year 5</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of a European country. Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence. 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Identify physical and human features that have contributed towards the change and development of a locality. Talk about the way in which the physical location can determine the growth of a settlement or industry. 	<ul style="list-style-type: none"> Use a range of equipment and maps to conduct fieldwork tasks. Communicate findings using geographical terms, e.g. location, land use, settlement. Use the eight points of a compass to build knowledge of an area. Use four and six-figure grid references to build knowledge of an area. Use symbols and key (including the use of Ordnance Survey maps) to build knowledge of an area. Can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods e.g. plans.

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Year 6	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Select and use secondary sources of information (stories, documents, ICT, photographs, books, video, internet, news). 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. • Support reasons for the physical and human features of a location with factual evidence. • Suggest ways in which a location might develop and change in the future, based on factual information. 	<ul style="list-style-type: none"> • 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 • Understand how both physical and human processes influence human patterns. • Describe & make comparisons between the physical & human features of different locations & offer some explanation for the location of the features by analysing evidence and drawing conclusions. 	<ul style="list-style-type: none"> • 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. • Formulate enquiry questions, describe and explain geographical patterns, similarities, differences and physical and human processes using appropriate geographical vocabulary • Use and draw thematic maps (climate, rainfall, vegetation, population maps). • Use ICT to help in geographical investigations • Investigate and understand local, national and global issues (global warming, pollution) in depth • Recognise and use standard map symbols, use 6 figure grid references to follow directions and locate features on a map. • Know and use 16 points of the compass • Can use atlases, globes, maps and plans at a range of scales for research and presentation. • Understand and use contour lines on maps. • Can describe and draw a location from a map. • Orienteering using compass directions and aligning map.
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