

Aims

At Totley All Saints, we aim to ensure that all pupils:

- develop **contextual knowledge of the location of globally significant places** - both **terrestrial and marine** – 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 and human geographical features of the world**, how these are **interdependent** and how they bring about **spatial variation and change over time**
- are competent in the geographical skills needed to:
 - **collect, analyse and communicate** with a range of **data** gathered through experiences of **fieldwork** that deepen their understanding of geographical processes
- interpret a range of **sources of geographical information**, including **maps, diagrams, globes, aerial photographs** and **Geographical Information Systems (GIS)**
- **communicate** geographical information in a variety of ways, including through **maps, numerical and quantitative skills** and **writing at length**.

Our Curriculum for Geography

Geography: Key stage 1

Knowledge, Skills & Vocabulary

Early learning goal – 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. They make observations of animals and plants and explain why some things occur, and talk about changes.

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.

NC Programme of study	Locational Knowledge	Place Knowledge	Human & Physical Geography	Skills & Fieldwork
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Geography – key stages 1 and 2 3 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.
Year 1	<ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans. To have an action and fact for each continent to aid memory. To create own world map. 	<ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a Sheffield and China. 	<ul style="list-style-type: none"> To identify seasonal and daily weather patterns in the United Kingdom. To look at extreme weather and link to the flooding in Sheffield (2007 and 2019). To locate hot (Jamaica) and cold (The Arctic) areas of the world in relation to the Equator and the North and South Poles. To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features found in Sheffield and our school grounds. E.g. fields, trees, rivers, lakes, ponds. key human features found in Sheffield and our school grounds. E.g. city, town, village, factory, farm, house, office, road and shop 	<ul style="list-style-type: none"> To use world maps, atlases and globes to identify the United Kingdom and the continents and oceans. To use a world map to identify China. To use simple compass directions (North, South, East and West) during games and orally using locational and directional language to direct a partner. (Woodland Workshop blindfold activity) To use aerial photographs of Sheffield and School to recognise landmarks and basic human and physical features. E.g. Meadowhall, school, the library, the Peak District, Chatsworth. To devise a simple map and use and construct basic symbols in a key of an island to find the pirate's treasure. To use simple fieldwork and observational skills to study the geography of school and the grounds and the key human and physical features of its surrounding environment.

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Year 2	<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries of the United Kingdom To locate on a map the capital cities of the UK To locate Sheffield and other cities and towns significant to us. To find and name the seas which surround the UK 	<ul style="list-style-type: none"> 	<p>To use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features of the Isle of Coll, Totley and Scarborough including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features of the Isle of Coll, Totley and Scarborough including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans which Florence Nightingale travelled through to reach the Crimea 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 of the Isle of Coll and Sturay (fictional) use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features on the Isle of Coll, Totley and at Scarborough; devise a simple map of Coll and Scarborough; and use and construct basic symbols in a key of the Isle of Coll, Totley and Scarborough use simple fieldwork and observational skills to study the geography of Totley and the key human and physical features of Totley in Sheffield (LIBRARY VISIT)
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Geography: Key stage 2 Knowledge & Skills

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

	Locational Knowledge Y3 Y4 Y5 Y6	Place Knowledge	Human & Physical Geography	Skills & Fieldwork
NC Programme of study	<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 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) 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a local region, region of the United Kingdom, a region in a European country, and a region within North or South America <p style="text-align: center;">ALL YEAR GROUPS</p>	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p style="text-align: center;">ALL YEAR GROUPS</p> <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 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

Our Curriculum for Geography

	<ul style="list-style-type: none"> • Know and locate other counties and cities in the United Kingdom with similar and contrasting geographical features to Sheffield, and those that surround Sheffield. • Know where the Peak District and Pennines are, and locate other Regional/National Parks. • Know that the UK is on the Northern Hemisphere. 	<ul style="list-style-type: none"> • Know about similarities and differences in the landscape, land-use and employment between Sheffield and other areas of the UK known for being centres of industry. 	<ul style="list-style-type: none"> • Know how volcanoes are formed (Pompeii) • Know the reasons why Sheffield developed by rivers and how this enabled the steel trade to become established. • Know that the city of Sheffield grew because of its economic activity & trade links. • Know how mountains are formed. • Name and locate The Yorkshire 3 Peaks. (Pen-y-ghent, Whernside and Ingleborough) 	<ul style="list-style-type: none"> • Use maps and computer mapping to locate; Sheffield; South Yorkshire; some counties; and the countries belonging to the United Kingdom. • Know how to use symbols and keys on maps to learn about the physical geography of Sheffield and other areas of the UK.
Year 4	<ul style="list-style-type: none"> • Locate and name coasts surrounding the UK. • Explore the coast around Whitby looking at land patterns and cliffs & how they have changed over time. • Compare Sheffield with Whitby and explore how their landscapes have changed. 	<ul style="list-style-type: none"> • Know about similarities and differences in landscapes and land use between Sheffield (South Yorkshire) and Whitby (North Yorkshire). 	<ul style="list-style-type: none"> • Understand the process of the water cycle. • Locate 3 kingdoms of Egypt and how they used the land to distribute natural resources (energy, food, minerals & water) within the country. • Explain what a settlement is and recognise features of a good settlement. • Discuss how different settlements use land. • 	<ul style="list-style-type: none"> • Use maps to locate coasts and cities in the UK. • Use atlases & globes to locate Egypt. • Use an atlas and digital maps to find a route between two places. • Draw a map of a settlement. • Use fieldwork skills involving sketching and reading maps. • Read 4-6 figure grid references and locate topographical features (hills, coasts and rivers) to create ordinance survey maps.
Year 5	<ul style="list-style-type: none"> • Know the names of and locate the countries that surround Greece. • Know and locate other countries and cities within Europe, (including Russia). • Understand how the Geography of Europe has changed through different periods of time • Know that Europe is in the Northern Hemisphere. 	<ul style="list-style-type: none"> • Know about the geographical similarities and differences between Sparta and Athens. • Know how the physical geography of Greece affected the diet of the Ancient Greeks. 	<ul style="list-style-type: none"> • Know about the water cycle and how it relates to rivers. • Know the key features of a river system and use appropriate vocabulary such as source, estuary, tributary and channel to describe a river. • Know how people use rivers. • Know the impact of damming rivers 	<ul style="list-style-type: none"> • Use maps, atlases & globes to know the names and locations of the major rivers in the UK and locate in an atlas. • Use maps, atlases & globes to know the names and locations of the major rivers of the world and locate in an atlas. • Use fieldwork to observe, measure & record information about rivers. • Present human and physical features in graphs and plans.

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Year 6	<ul style="list-style-type: none"> • Use maps to locate countries beyond Europe. • Know about environmental regions of South America, and their physical and human characteristics, countries, and major cities. • Know that Brazil is in the Southern Hemisphere. • 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 human & physical geographical similarities and differences between the different environmental regions of Brazil in South America. 	<ul style="list-style-type: none"> • Describe and understand climate zones, vegetation belts and biomes (The Rainforest) • Describe and understand key aspects of human geography of indigenous Amazonian tribes people 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 Brazil • Know how earthquakes are formed. (San Andreas Fault, San Francisco) 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to describe features studied • Use the eight points of a compass and six-figure grid references to build their knowledge of South America and the wider world • 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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