

## **Geography Intent**

### **Our beliefs**

#### **Why do we teach geography?**

At Studley Green we teach geography to inspire our pupils to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We believe that pupils should be equipped 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.

At Studley Green we utilise the fact that we are a suburban school which allows us to use the natural environment around us, along with the urban estate, to support our geography teaching. Because our children have limited experiences outside of school, we aim to provide enriching learning, including visits and trips, which will enhance their knowledge and skills in the classroom. We make links to current affairs and issues to give the learning we offer context.

#### **What are we teaching?**

Again, because of our context, we place a huge emphasis on studying the South West region of the UK as this is an area we know our children are likely to be able to explore. There is so much of the National curriculum that they can deepen their understanding of in our local area - and thus, because we are able to make it hands-on, meaningful and purposeful in this area, we have chosen to explore this location as our primary focus. That is not to say that we do not expose our children to contrasting locations and other places in the world, but local gives them the grounding and the geographical skills and knowledge to be able to apply in other contexts.

We ensure that each topic that we teach (even if not a geography topic) has the opportunity built in to enable children to orientate themselves with different countries. For example, when studying Egypt in Year 3 in History children will still have a lesson to discuss and find out about the key geographical features of the country. By using this key document - [Location studies](#)

Our curriculum has deliberately been set out to ensure that children are exposed to the same biomes/concepts throughout their time at Studley Green, but with a contrasting locality. As the UK is largely a temperate biome we have the main focus on this. This retrieval of prior learning is key to our curriculum design, and key to the children building a secure geographical understanding. As you will see, despite a major focus on temperate biomes/climates we do cover a range of biomes within our curriculum to allow the children to develop their knowledge of their world and to understand the diversity of their planet and the people who live within it. This knowledge we believe will support the development of attributes such as respect, tolerance, responsibility and to celebrate differences which underpin our entire curriculum.

## National Curriculum Objectives

### KS1

- 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
- 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.
- To identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in a non-European country.
- Use simple 4 point compass directions and locational and directional language
- 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.

### KS2

- 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 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)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within north and south America.
- 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.
- 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.

Overview - when are we teaching the different elements of the curriculum?

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Essay titles	<a href="https://drive.google.com/drive/u/0/folders/1X6N4-_VBIfw7cWRKE_Au-NyzGIbnS6la">https://drive.google.com/drive/u/0/folders/1X6N4-_VBIfw7cWRKE_Au-NyzGIbnS6la</a>	Geography- <i>How are Weymouth and Trowbridge similar?</i>  Geography- <i>What does Earth look like from space?</i>  Geography- <i>How is SOMEWHERE IN KENYA different to the Trowbridge?</i>	Geography - Location <i>Essay title - How do Pirates find their way?</i>  Geography - <i>Essay title - What makes Trowbridge a great town?</i>	Geography: Can we do anything to stop the ice caps melting?  Geography - why do people choose different locations to live in?	Geography - <i>Essay question:</i> Human and Physical - what causes the earth to shake?  <i>Essay question: How are the Ile-de-France and Wiltshire different?</i>  <i>Where does the river go?</i>	Geography - What can we tell about a place by only having a map? (mapping)  Geography :What is at the top of a mountain?(physical and human)	geography - world South America  <i>How important is the Amazon Rainforest to me?</i>  <b>XXXXX</b>
Trips	local environment - welly walks  woodland walk  buildings walk  farm trip	Seaside visit - Weymouth  Local area walk	Trip to Trowbridge	Rural vs Urban (contrasting location)	Wessex Water River trip		
Locations studied	Local area School grounds	Local changes - seasons Weymouth Kenya	Trowbridge Bath	UK Arctic circle	Paris - Europe Volcanoes around the world Amazon Avon	Syria - Asia Himalyays Everest	Texas - USA Amazon rainforest - S.America
Biomes studied		Coastal temperate Grassland	Temperate urban	Temperate polar (tundra) temperate coastal arid/desert	Temperate - urban Temperate -mediterranean	temperate - desert mountainous	Plains Tropical
Main Geographical concepts to look into		Atmosphere Climate Continent	Landform Resources Environmental Settlement Population	Climate Continent Terrain Resources Environmental Biomes Settlement Population Sustainability	Landform Resources Biomes Settlement Population Region Development	Atmosphere Climate Continent Landform Terrain Resources Vegetation Biomes Settlement Population Sustainability Region	Atmosphere Climate Continent Landform Terrain Resources Environmental Vegetation Biomes Settlement Population Sustainability

						Development Diversity	Region Development Diversity
Reading curriculum locations	Goldilocks - Forests and woods	Once upon a woods - forests and woods Man on the moon - equator, ariel the earth as a whole Seaside -weymouth meerkat mail - Africa	The pirates next door - mapping skills Babushka - Russia	Iron man - Australia/UK Pugs of the frozen North- North pole - Egypt	The invention of Hugo Cabret - Paris Viking Voyagers - Norway/Northern england Firemakers daughter - elements of Thailand, <b>China</b> , India and Indonesia Escape from pompeii - italy	Boy at the Back of the class- London/Syria Fireweed - London The nowhere emporium - Edinburgh Who let the gods out - Greece When the mountains roared - himalayas Everest - Everest	A boy called hope - ??? Holes - Texas USA The explorer - Amazon Rainforest The wonder Garden The Great kapok Tree - tropical rainforest Stormbreaker - UK

Geography Progression

	Location Knowledge			place knowledge	Human and physical		Geographical skills	
	The Uk	Europe	The World	Place Knowledge and features (e.g. counties, cities, regions, topological features, land use)	Human Geography	Physical Geography	Mapping skills <a href="#">See here for further breakdown</a>	Fieldwork
EYFS	Near, far, left right, here there - build orentational thinking To know that we can use a map to find different places						Making maps to direct friends to different places. Exploring maps of the world.	
y1	Name and locate the four countries making up the United Kingdom.  Locate the seas surrounding the UK  Find where children live on a map in the UK.		Point out the Equator, North Pole and South Pole on a globe or atlas  Locate and name the 5 oceans of the world	Know the features and differences between hot and cold countries.  Identify human and physical similarities and differences between the UK and Kenya.  Identify human and physical similarities and differences between a Trowbridge and Weymouth	Know which is the hottest and coldest season in the UK  Know and recognise basic weather symbols (sun, rain, wind)  explain what they would wear in hot and cold countries and at different times of the year.  Describe the human features (city, town, farm, church, shops) of Trowbridge	Describe the physical features of Trowbridge  Describe the physical features of Weymouth  Describe Kenya using geographical words and pictures (e.g. coast, beach, forest hill)  Explain how the weather changes with each season.	Label a diagram using geographical words  Say what they like and don't like about their locality and another locality (seaside - Weymouth)  use aerial photographs and plan perspectives to recognise landmarks (e.g. Grand Pier, school,)  Make predictions about the weather across the world  Teach 4 compass points (NSEW)	Think of a few relevant questions about a locality  Keep a weather chart  Create own 2D maps.

					Describe the human features (city, town, farm, church, shops, port, harbour) of weymouth  Describe the human features (city, town, farm, church, shops) of weymouth  compare the human features of Trowbridge and weymouth		Use atlases and globes to find the UK, equator and poles.	
<b>Vocab</b>	United Kingdom, England, Scotland, Wales, Northern Ireland, English channel, North Sea, Irish Sea, atlantic ocean, pacific ocean, indian ocean, arctic ocean, southern ocean , equator, North pole, south pole			town, city, village, sea, beach, hill, mountain, equator, poles, globe, atlas.	Use basic geographical vocabulary to refer to key human features, including: city, town, village, port, harbour,	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river season and weather.	compass, 4-point, direction, North, East, South, West, plan, aerial view, key, map, direction.	
<b>y2</b>	Name the capital cities of the UK and local towns and cities.		Name and locate the 7 continents and the 5 oceans.  Locate Russia (linked to Babushka)	Identify the characteristics of the London and of Trowbridge and Bath  Recognise and make observations about human and physical features in the local environment.	Identify how humans affect an area positively and negatively  Explain what facilities a town might need  Describe human features of their own locality (e.g. jobs)  Explain the differences in jobs across the world  know the advantages and disadvantages of living in a village or city.	Describe features associated with an island  Describe the physical features of their locality (rivers etc..).  Explain what makes Trowbridge a special place	Teach 4 compass points (NSEW)  Find out about a different locality - LONDON using a range of sources of evidence (e.g. atlases, internet, maps)  use world maps, atlases and globes to identify the UK (all 4 countries) continents and oceans  use locational and directional language [for example, near and far; left and right],  devise a simple map and construct a basic key.	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.  know own address - including their postcode
<b>Vocab</b>	London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.			town, city, church, shops, factories, settlement, farm, houses, ,	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, and shop.	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.	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.	
<b>y3</b>	Name up to 6 cities in the UK and locate them on a map (Bath, London, Bristol, Newcastle, Manchester, Liverpool, birmingham)  Name and locate at least 4 counties in the UK (Wiltshire, Somerset, Yorkshire, Kent)	Name and locate at least 4 well-known European countries - (France, Italy, Spain, Germany)	Name at least 4 countries in the Northern Hemisphere (including canada, Alaska, Greenland)  Locate the Tropic of Cancer and the Tropic of Capricorn, Arctic and Antarctic circles.  understand the terms latitude and longitude  Name the areas of origin of the main ethnic groups in the UK and their school (in 1st topic)	Understand geographical similarities and differences through the study of human and physical geography of the Southwest UK and the North Pole.  KNOW at least 5 differences between living in the UK and the North POle	Describe and explain human features in a rural, suburban and urban locality  Explain why people are attracted to living in cities  Explain why people may choose to live in a village rather than a city  Find out views on environmental issues and suggest ways that a locality can be changed and improved - Frozen lands - climate change polar regions melting.	Describe physical features in a city  Describe the main features of a well-known city (Bath)  Describe the differences between cities and villages and towns	Recognise the 8 points of a compass (N, NE, E, SE, S, SW, W, NW)  Use appropriate symbols and key to represent different physical features on a map - church, pub, restaurant, viewpoint, camping, road, footpath, river, forest, harbour  Use maps and atlases to locate countries and describe their basic physical features (e.g hill, town, harbour, river)	Measure and collect information (rainfall, temperature, wind speed etc.)  Sketch maps, plans.
<b>Vocab</b>	tropics,tropical,Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.			County, country, town, coast, mountain, hill, river, sea, climate,	Use key vocabulary to demonstrate knowledge and understanding in this strand: climate, filter, pollution, settlement, settler, site, need, shelter, food.village, city Tundra, polar region, ice-caps, iceberg, snow, terrain, port, natural harbour, cliffs, pebble, sand, job opportunities, waves, headland, cave, arch, shingle,		sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural.	
<b>y4</b>	Name and locate the counties in the Southwest of England (Cornwall, Devon, somerset,	Name and locate the capital cities of neighbouring European countries - France - Paris, Spain - Madrid, Italy - Rome, Germany -	Locate and name some of the world's most famous volcanoes.  Name and locate North and	name at least 5 similarities and differences between South-west of England and the		Describe the physical features of Trowbridge	Begin to use 4 figure grid references	Carry out a survey to discover features of cities and villages

	Wiltshire, Dorset)  Know, Name and locate the main Rivers in the UK (Avon, Thames, Severn, Tyne)	Berlin, Netherlands- Amsterdam, Norway - Oslo, sweden - Stockholm Denmark - Copenhagen	South America using maps.  Name and locate many of the world's rivers on maps (rivers: Nile, Amazon, Mississippi, Yangtze, Ganges;	Ile-de-France (inc Paris)	Explain how volcanoes have an impact on people's lives - Pompeii/Vesuvius  Explain how the lives of people living in a region in a European country would be different to their own - Ile de France  Explain how the land use and town of Trowbridge has changed over time  Find out views on environmental issues and suggest ways that a locality can be changed and improved. - Trowbridge  Describe and understand the distribution of natural resources including energy, food, minerals and water.  Explain why people are attracted to living by rivers - Avon, Thames Nile and Amazon	Describe the physical features of Paris and the surrounding region of Ile de France  Compare the physical features of Ile de France and Trowbridge and Pompeii  Describe how volcanoes and earthquakes are created - Know what causes an earthquake and label the different parts of a volcano  Explain how the water cycle works.  Explain why water is such a valuable commodity Describe the physical features of rivers (know and label)  Explain why many cities are situated by rivers.	use Atlases to locate European cities  use OS maps to build knowledge of the UK and the wider world  use digital and computer mapping to locate countries and describe features studied.	Sketch maps, plans showing physical and human features.  Know how to plan a journey using a map
<b>Vocab</b>	Counties, region, Capital cities: Paris, Madrid, Berlin, Rome, Washington. North America, South America, Oslo, Amsterdam, Copenhagen, Stockholm, Vesuvius, Mt Etna, Mt Fuji, Popocatepetl,			Physical features, human features,	Mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, evaporation, water cycle, evaporation, condensation, precipitation, cooling. ring of fire, mountain		sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	
<b>y5</b>	Explain Prime/Greenwich Meridian and how time zones (including day and night) work.  Know the main mountain regions in the UK Cambrian mountains, Grampian, Lake district, Pennines),	Name and locate the Rhine, Seine, Alps, Pindus Mts,	place UK, France, Germany, Italy, Russia, Canada, Greece, Japan accurately on a map  Name and locate many of the world's mountain regions on maps Everest, K2, - ranges Himalayas, Andes, Rockies, Atlas)	know key similarities and differences between Southwest England and a region of the Nepal (Himalayas)	Explain key human benefits of mountains - Everest and Snowdonia as key study  Find out views on environmental issues and suggest ways that a locality can be changed and improved.	Describe the physical features of mountains (know and label)  Describe the physical features of Syria.	Begin to use 6 figure grid references  Know what the common symbols on an OS map are  Use OS maps to answer questions  Use globes, maps, aerial photos, plans and web resources to describe what a locality might be like  Use digital computer mapping to find different locations. (e.g. Google Earth to locate a country and follow a journey of a river)  Compare maps from the 1940s and now and describe similarities and differences in the land use.	Collect information about a place and use it in a report  Make careful measurements and use the data.
<b>Vocab</b>	Prime Meridian, GMT, daylight saving time, time zones, land-use, Rhine, Seine, Alps, Pindus Mt, Latitude, longitude, Degrees, tropics, river, mountain, sea, estuary, tributary, .			Latitude, longitude, contour, altitude, peaks, slopes, mountain, hill, river, contour, altitude peaks, slopes, .bank, erosion, ox-bow, bed, confluence, dam, delta, basin. estuary, irrigation, meander, mouth, ravine, reservoir, run off, sediment, source, spring, water table,	Use key vocabulary to demonstrate knowledge and understanding in this strand: 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.		atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.	
<b>y6</b>			Name and locate the main countries in South America on a world map and atlas.	know and name at least 5 similarities and differences between a region of the Southwest of England and the	Give an extended description of human features of different places around the world - Amazon rainforest, Texas USA	Give an extended description of human features of different places around the world - Amazon rainforest, Texas USA	Plan a journey to another part of the world, taking account of distance and time	Choose the best way to collect information needed  Make detailed sketches and plans

			<p>Name and locate at least 4 countries from the southern hemisphere (including, australia, Chile, Brazil)</p> <p>Name and locate Texas on a map of the USA</p> <p>Name and Locate Washington DC on a range of Maps/globes</p>	Amazon River	<p>Describe how some places are similar and others are different - Texas, Amazon, UK</p> <p>describe how tourism can have positive and negative effects on the amazon rainforest.</p> <p>Find out views on environmental issues and suggest ways that a locality can be changed and improved - deforestation</p> <p>Describe and understand the distribution of natural resources including energy, food, minerals and water. - Fairtrade</p>	<p>know, describe what is meant by biomes and vegetation belts in South America</p> <p>label layers of a rainforest and know what deforestation is</p>	<p>Map land use</p> <p>Use maps with a range of scales</p> <p>Find answers to their own geographical questions.</p>	Create sketch maps when carrying out fieldwork.
Vocab	Brazil, Ecuador, Guatemala, Mexico, Belize, Honduras, El salvador, Bolivia, Peru, <b>Colombia</b> , Venezuela, Guyana, Texas, Washington, states, borders, plains			continent, country, city, North America, South America, border, key. rainforest, canopy, emergent layer, tropical, temperate, jungle, ecosystem, deforestation, habitat, interdependence, understory, undergrowth, flora, fauna,	Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental.	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.		