St Denys Captivating Curriculum

GEOGRAPHY

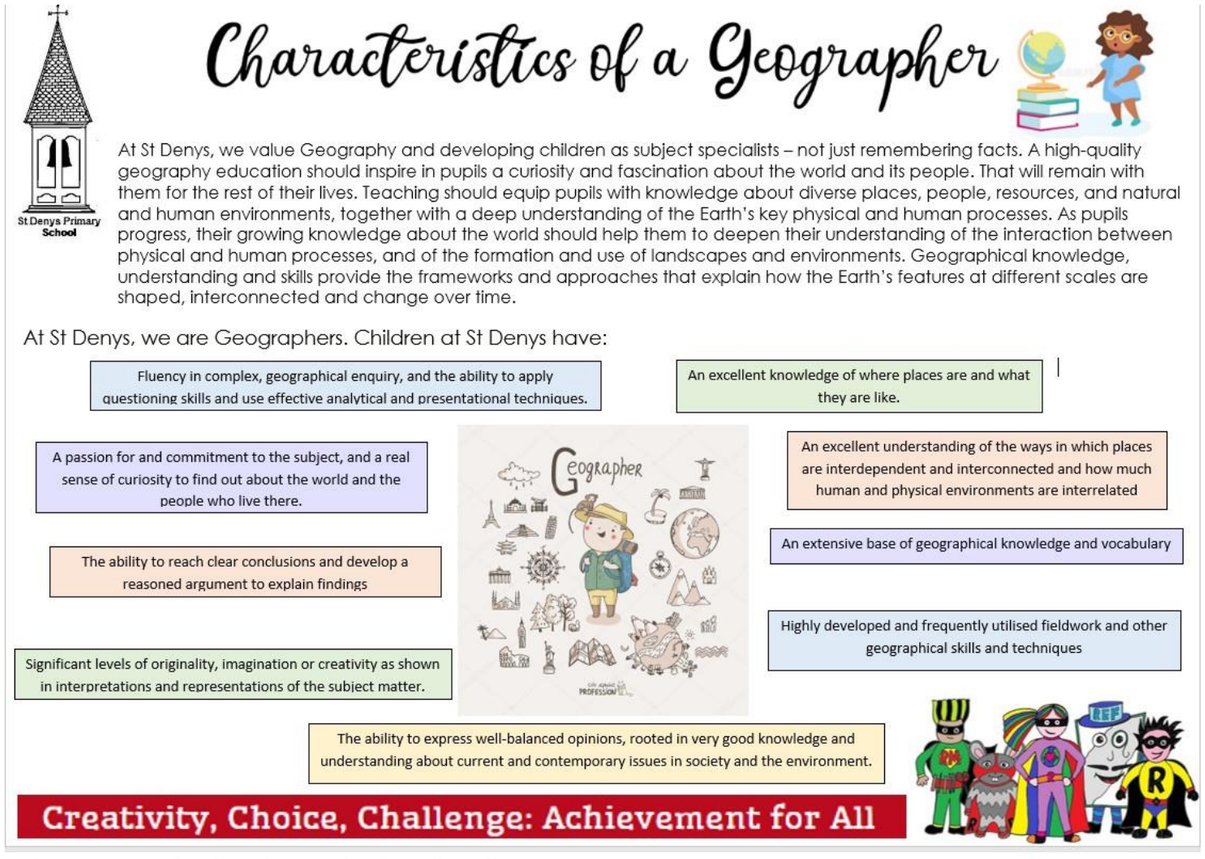
Intent

At St Denys, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, its interconnectedness and their place in it. The geography curriculum at St Denys enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

The curriculum is designed to ensure that teaching equips pupils 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. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge and skills are progressive and are sequenced to provide the framework and approaches that provide explanation of how the Earth's features at different scales are shaped, interconnected and change over time.

We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for further education and beyond.

These are the important characteristics of being a geographer that we want the children to develop during their time at St Denys.



This is what we aim for children to achieve in Geography by the end of each Milestone :-

Pebbles Milestone Early Years Foundation Stage	**Milestone 1** Years 1 & 2	**Milestone 2** Years 3 & 4	**Milestone 3** Years 5 & 6

Geography - End of Milestone Outcomes

THRESHOLD CONCEPTS	**Investigate places** Understanding the geographical location of places and their physical and human features.	**Investigate patterns** Understanding the relationship between the physical features of places and the human activity within them, and the appreciation of how they are used and transported.	**Communicate geographically** Understanding geographical representations, vocabulary and techniques
By the end of **the Pebbles Milestone**, children will be able to…	**Describe where places are and what they notice about them.** Give details about where they live, e.g. city, town or village name, street name. Talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, restaurants. Point out landmarks while on a walk in their local area.	**Notice spatial relationships.** Talk about some similarities and differences in countries around the world. See where their country is in the world in relation to others.	**Develop knowledge of geographical representations, such as maps, and learning to use geographical terminology**. Use some geographical vocabulary to describe their local environment. Interpret and draw a simple map of the classroom. Interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads. Use some specific geographical vocabulary to describe different locations.
By the end of **Milestone 1**, children will be able to…	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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. Identify land use around the school.	Use basic geographical vocabulary to refer to: • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • **key human features**, including: city, town, village, factory, farm, house, office and shop. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
By the end of **Milestone 2**, children will be able to…	Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries.	Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • **human geography**, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and

	Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. Use a range of resources to identify the key physical and human features of a location. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics	Describe how the locality of the school has changed over time.	key to communicate knowledge of the United Kingdom and the wider world.
By the end of **Milestone 3**, children will be able to…	Collect and analyse statistics and other information in order to draw clear conclusions about locations. Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of North and South America and identify their main physical and human characteristics	Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent.	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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish, be creative and make choices in order to be the best version of themselves. The St Denys Captivating Curriculum in geography has been designed to meet the needs of our learners in our context, meeting the requirements of the National Curriculum, informed by research and the principles of the Chris Quigley Essentials Curriculum. It is supported by clear skills and knowledge progression with a clear vocabulary advancement. This ensures that skills and knowledge are built on year by year, sequenced appropriately and reinforced regularly to maximise learning for all children. It is important that the children develop the progressive skills of a geographer throughout their time at St Denys and do not just learn a series of facts/procedures related to the subject. In lessons, children are encouraged to use the skills of a geographer; critical thinking, asking questions, noticing patterns and acquiring and analysing information. These are skills that will help them in their adult life.

Geography is taught in topics termly and reinforced through the daily dashboard. Children gain a sense of place through regular use of maps, atlases and globes displayed in every classroom. This aspect of the curriculum is celebrated and personalised through learning about and making links with the rich heritage of the diverse community we serve.

The whole school overview for Geography is as follows:

Year Group	Early Years Foundation Stage	1	2	3	4	5	6
Autumn 1	**Nocturnal animals** -Gives details about where they live, e.g. city, town or village name, street name. -Uses some geographical vocabulary to describe their local environment. **Woodland (landscapes)** -Gives details about where they live, e.g. city, town or village name, street name. -Uses some geographical vocabulary to describe their local environment. -Can talk about some places of local interest, e.g. the library, places of worship, bus stops, train stations, shops, restaurants. -Can interpret a simple map of the classroom. -Is able to talk about some similarities and differences in countries around the world.		**Continents and oceans** - I can locate and mark on a map the seven continents. - I can locate and mark on a map the five oceans. - I can explain what the closest seas to the United Kingdom are - I can answer the following questions: ✞ What is a continent? ✞ Which is the biggest continent? ✞ What are oceans that are enclosed called? ✞ What is a country? ✞ Which continent is uninhabited?		**Transportation** - I can identify the health effects caused by air pollution - I can identify different types of transport networks within the UK and label them on a map (airport, motorway, railway and sea). - I can identify the advantages and disadvantages of the different modes of international travel. - I can locate and label canals on a map.		**Biomes and Climate Zones** - I can explain what a biome and climate zone is - I can locate the Earth's biomes and climate zones - I can explain the features of the world's biomes and compare them I can describe the human impact on the world's biomes.

Autumn 2		**My local area** - I can use basic geographical vocabulary: city, river, shop, sea - I can identify land use around the school - I can identify the key features of a location (St Denys) - I can use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment		**Describing Maps of the World** - I can label and explain the location of the equator and what it is - I can label and explain the location of the southern, northern, western and eastern hemispheres and what they mean - I can label and explain the location of the Tropic of Cancer and the Tropic of Capricorn - I can label and explain the location of the North and South Pole - I can recognise and explain the lines of longitude and latitude		**Using maps: features** I can use maps to locate and label: - the title - compass rose - key - lines of longitude and latitude - scale	
		Knowledge Categories: - Techniques - Location - Physical Features - Human Features	**Knowledge Categories:** - Location - Physical Features - Human Features	**Knowledge Categories:** - Techniques	**Knowledge Categories:** - Human Processes - Techniques	**Knowledge Categories:** - Techniques	**Knowledge Categories:** - Techniques

Spring 1	**Winter sleep/Hibernation** - UK landscapes and animal life. - Use some specific geographical vocabulary to describe different locations. - See where their country is in the world in relation to others. **Artic/Polar Bears** - Compare differences in landscapes and animal life between UK and Artic. - Use some specific geographical vocabulary to describe different locations. - See where their country is in the world in relation to others. - **China-Southampton** - Interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads. - Point out landmarks whole on a walk of their local area. - Draw a simple map of the classroom, indicating different interest areas. - Use some specific geographical vocabulary to describe different locations. - See where their country is in the world in relation to others.	**The UK's place in the World** - I can name and locate the world's continents and oceans - I can identify seasonal and daily weather patterns in the United Kingdom - I can use world maps, atlases and globes to identify the UK and its countries - I can use and construct basic symbols in a key - I can name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas -	**Australia – The Great Barrier Reef** - What is a reef? - What is a barrier reef? - How big is the Great Barrier Reef? - How many different kinds of fish live in the Great Barrier Reef? - What gives the Great Barrier Reef its shape? - What are corals? - Describe the appearance of corals. - What is a marine mammal? - Name some marine mammals found in the Great Barrier Reef. - What sort of pollution is killing coral reefs? How can humans help to stop the pollution **Southampton water**		**Earthquakes and Volcanoes** - I can label and describe the Earth's core, outer core, mantle and crust. - I can describe the three ways in which tectonic plates move and what happens as a result. - I can locate and label on a map the Pacific Ring of Fire. - I can explain what the word 'subduction' means. - I can locate and label, on a map, areas that have examples of the lowest and highest intensity volcanoes, earthquakes and tsunamis. - I can define what the word 'magnitude' means in relation to earthquakes and volcanoes. I can describe what a tsunami is caused by.	-	**Four and Six Figure Grid References** - I can identify what a six-figure grid reference is - I can discuss the reasons a six-figure grid reference would be used instead of a four-figure gird reference. - I can find 722332, 729331 and 725339 on the example map - I can name and locate at least ten places on urban and rural maps.

Spring 2		**London** - I can ask and answer geographical questions – what is this place like? What will I see in this place? What will people do in this place? - I can identify the key features of a location to identify London as a capital city - I can use world maps etc. to identify the UK and its countries & capital cities I can use aerial images & plan perspectives to recognise landmarks and basic physical features - I can use and construct basic symbols in a key. Use simple grid references.		**Europe** - I can explain and identify which landmass is the continent of Europe on - I can identify the two main boundaries between Europe and Asia - I can state how many countries are in Europe - I can list and label the countries that are in Europe - I can name the regions of Europe - I can name some of the languages that are spoken in Europe - I can identify the ocean that borders Europe and the hemisphere it is in - I can state the population of Europe - I can identify countries with the largest and smallest population - I can identify and name some rivers found in Europe - I can locate and label some mountains found in Europe - I can describe what a mountain range is - - I can identify the highest mountain in Europe		**Ocean Currents** - I can identify what an ocean current is - I can identify what creates an ocean current - I can give examples of gyres - I can describe the rotation of gyres in the northern and southern hemispheres - I can identify and label on a map the main ocean currents of the world - I can describe what is known as the Great Pacific Garbage Patch	
		Knowledge Categories: - Physical Features - Location - Human Features - Diversity - Techniques	**Knowledge Categories:** - Diversity - Physical Features - Human Processes	**Knowledge Categories:** - Location - Physical Features - Human Features - Human Processes - Physical Processes	**Knowledge Categories:** - Location - Physical Features - Physical Processes	**Knowledge Categories:** - Physical processes - Human features	**Knowledge Categories:** - Techniques

Summer 1	**Transport** -learn about the type of vehicles used in our country. - visit local train station - Point out landmarks whole on a walk of their local area. (walk from school to train station and find shops, bus stop, centre, houses, pub) **Map making/reading** - Interpret an aerial view of their school setting, commenting on what they can see, including buildings and roads. - Point out landmarks whole on a walk of their local area. - Draw a simple map of the classroom, indicating different interest areas. - Use some specific geographical vocabulary to describe different locations.	**Kerala and Hampshire** - I can ask and geographical questions – what is this place like? What do people do in this place? - I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area - I can use world maps to identify continents, countries, oceans - I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Hampshire) and a contrasting non- European country. - I can use simple fieldwork and observational skills to study the geography of a local area (New Forest) - I can use basic geographical vocabulary to refer to key physical & human features - .	**Comparing parts of the world (Equator, Poles)** - I can ask and answer geographical questions - I can use world maps etc. to identify locations studied - I can name and locate the world's continents and oceans - I can identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator, North and South Poles. - I can talk about a natural environment (Antarctica) naming its features using some key vocabulary - I can use compass directions and locational language to describe the location of features and routes on a map (zoo map) - I can devise a simple map and use and construct basic features in a key. Use simple grid references.	-	**The Water Cycle and Climate Change** - I can define the word 'atmosphere' - I can illustrate and describe the five steps of the water cycle - I can explain what the term 'a continuous cycle' means. - I can explain what a cloud is. - I can define the word 'precipitation' - I can describe the nature of the different types of cloud. - I can describe some of the predicted effects of climate change. - I can describe the main causes of climate change - - I can describe attempts to manage the effects of climate change.		**South America** - I can describe the geographical location of South America - I can locate and mark on a map the location of the countries of South America, South America's landlocked countries, South America's biggest lake and the UK Overseas Territory of the Falkland Islands - I can define the words 'indigenous' and 'colony' - I can describe some of the geographical diversity in South America, including climate zones, biomes, population and languages.

Summer 2		**Zoo Maps** - I can use compass directions - I can talk about the route between two places on a map - I can read symbols in a key		**Erosion and Deposition** - I can define the word erosion - I can define the word transportation - I can define the word deposition - I can explain what causes erosion in coastal areas - I can define the term 'natural physical processes' I can draw and label the following sea defences: sea walls, rock amour, groynes.		**North America** - I can describe the geographical location of North America - I can explain the changes in the population of North America from the 1500s to the 1600s - -I can label on a map the most populous cities of North America - I can label on a map the most sparsely populated areas of North America - I can explain the population density of North America	
		Knowledge Categories: - Techniques - Location - Physical Features - Human Features	**Knowledge Categories:** - Location - Physical Features - Human Features - Diversity - Physical Processes - Techniques	**Knowledge Categories:** - Physical Processes - Human Processes	**Knowledge Categories:** - Human Processes - Physical Features - Physical Processes	**Knowledge Categories:** - Location - Diversity - Human Features - Physical Features	**Knowledge Categories:** - Location - Diversity - Human Processes - Physical Features

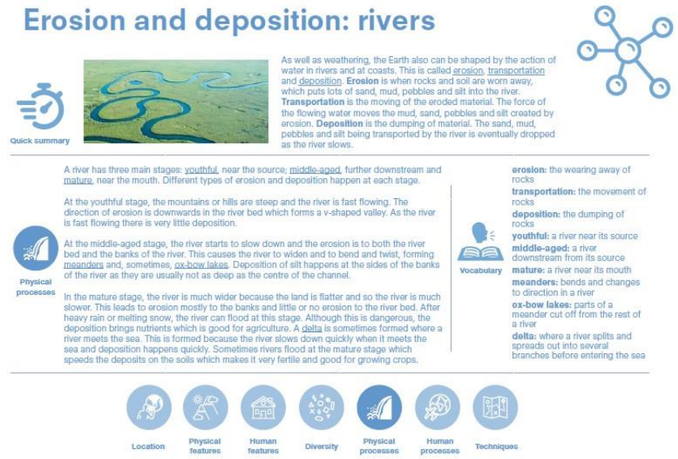
Our planning overviews set out the learning journey for each term. Our weekly/unit planning identifies the specific learning intentions and relevant vocabulary. Our success criteria show the context of the lesson/series of lessons, the specific learning intentions (using 'I can' format) and the associated key vocabulary. Knowledge webs support planning and provided a summary of key learning.

Example of subject success criteria:

As a Geographer, I am learning to use grid references, keys and lines of longitude and latitude.

Success Criteria	Knowledge Categories	Me	Learning Partner	Vocabulary
I can find places on a grid reference map	Techniques			* Northings * Eastings * Longitude * Latitude * Grid reference
I can explain what the horizontal and vertical lines on a map are called	Techniques			

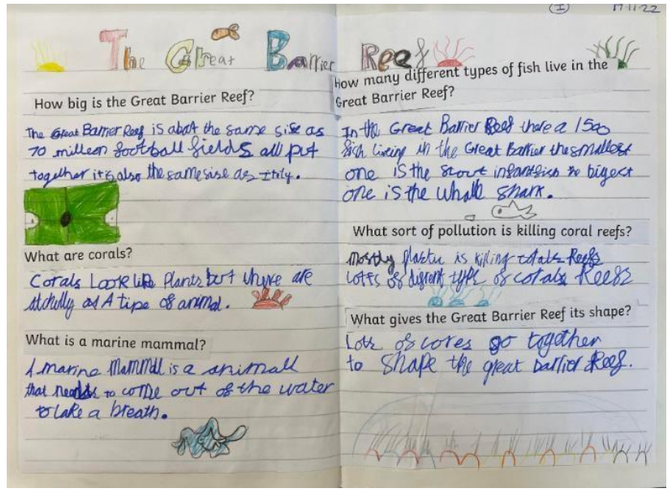
Example of a Knowledge Web:

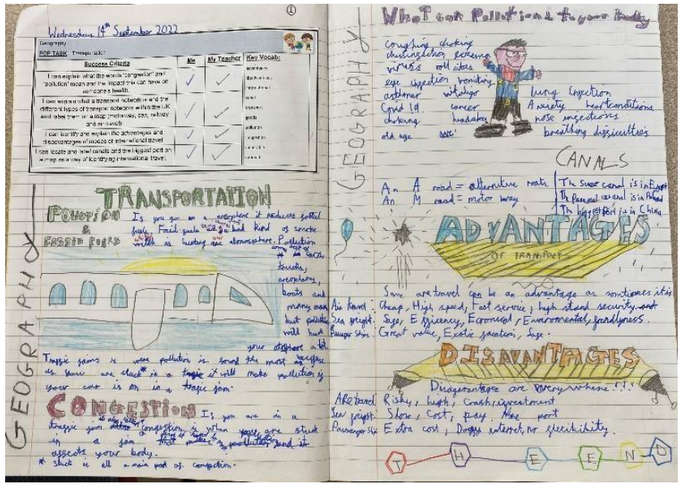


Impact

Our learning resources are carefully chosen and build and sustain engagement. The purpose of the learning is driven by subject specific intent. We use Proof of Progress As part of our progression model in geography, we use **POP tasks** (Proof of Progress) which show our curriculum expectations in each cognitive domain (Milestone 1 to 3) to enable children to showcase their knowledge and promote long term retention. We use our daily/weekly 'Dashboard' learning to keep skills and knowledge current and to support long term retention.

We capture a summary of the learning in Geography using 2-page spreads.





Our main aim is for children to leave St Denys having used and developed the characteristics of a Geographer and they will continue to use these in their future lives.

Appendix 1: Vocabulary Progression

Milestone 1

Generic Vocabulary		
atlas	position	community
settlement	identify	travel
key	route	feature
slope	observation	surrounding
pattern	equator	**7 x Continents**
similar	symbol	Africa
distance	landscape	Antarctica
view	countries	Asia
world	grid reference	Australia
centre	globe	Europe
land	journey	North America
aerial view	scale	South America
characteristic	fieldwork	**5 x Oceans**
investigate	environment	Pacific Ocean
map	places	Atlantic Ocean
island	locality	Indian Ocean
plan	location	Southern Ocean/Antarctic Ocean
country	landmark	Arctic Ocean
area	photograph	

Milestone 2

Generic Vocabulary		
significance	sustainable	productivity
biome	climate zone	hemisphere
Tropic of Cancer	Tropic of Capricorn	Prime Meridian
trade	compass rose	longitude
latitude	region	land use
distribution	environment	Ordnance survey
Arctic	Antarctic	scale
diagram	landscape	Polar
sketch	fieldwork	satellite
inland	urban	rural
import	export	sustainable
productivity	natural resource	equator
time zone	transportation	location
economic activity	human activity	inhabitants
migration	densely populated	enclave
hazard	risk	social
environmental	advantages	disadvantages

Milestone 3

Generic Vocabulary (as Milestone 2 and...)		
excursion	contour lines	sub-continent
development	naturalised	renewable
sustainability	immigrant	survey
questionnaire	vegetation belts	conservation
equatorial	subterranean	congestion
sampling	systematic	analyse
effectiveness	distribution	depict
Northings	Eastings	continuous
ecosystem	relief	topographic
topological	political	physical

Appendix 2: Topic-Specific Vocabulary

Topic Specific Vocabulary – Year 1		
Mapping the world	**Scotland**	**Climate**
satellite	rural	temperature
United Kingdom (UK)	emblem	climate
united	archipelago	weather
union	peak	polar
monarchy	munros	equatorial
Democratic	legend	tropical
government	remote	extremely
archipelago	inhabitants	vast
		thrive

England	**Wales**	**Weather**
emblem	emblem	frequently
population	rural	represented
resembles	preserved counties	symbols
peak	tourism	physical process
migrated	**Northern Ireland**	atmosphere
tourism	rural	technique
refugees	Gaelic	
	emblem	
	hexagonal columns	
	conflict	

Topic Specific Vocabulary – Year 2		
Describing maps	**Northern Ireland: Belfast**	**The Pacific Ocean**
compass	Royal Merchant Ship (RMS)	equator
axis	maiden voyage	tourist destinations
northern hemisphere	iceberg	marine species
southern hemisphere	Catholic	inhabitants
Australia: Great Barrier Reef	Protestant	atolls
reef	**The Arctic Ocean**	**The Indian Ocean**
barrier	entirely	entirely
species	connected	trade
vibrant	ports	beneath
marine	natural resources	fuel
bacteria	climate change	gulfs
recycling	**The Atlantic Ocean**	natural resource
Continents and Oceans	connected	artificially
continent	equator	canal
ocean	ports	**The Southern Ocean**
saline	marine species	ice breaker
species	endangered	accompany
enclosed	drift net	equator
seas		roaring
magma		furious
submerged		shrieking
		invertebrate

Topic Specific Vocabulary – Year 3		
Describing maps of the world	**Landscapes: weathering**	**Erosion and deposition: rivers**
western hemisphere	constantly	erosion
eastern hemisphere	contributing	transportation
Europe	pollution	deposition
landmass	landforms	youthful
Europe: population	**Landscapes: rivers**	middle-aged
population	watercourse	mature
city-state	tributaries	meanders
enclave	source	ox-bow lakes
inhabitants	mouth	delta
	channel	
	river bed	

Topic Specific Vocabulary – Year 4		
Transportation: cities	**International trade: tourism**	**The water cycle: clouds and precipitation**
advantages	international	precipitation
disadvantages	tourism	cumulonimbus
congestion	cultural	stratus
pollution	historical	cumulus
vulnerable	intangibility	cirrus
Transportation: national	**Earthquakes and volcanoes: plate tectonics**	**Climate change**
networks	earthquakes	climate
frequently	volcanoes	weather
bridleway	erupt	adapt
conflict	**Earthquakes and volcanoes: the Pacific Ring of Fire**	carbon dioxide
Transportation: international	volcano	methane
international	earthquake	excretion
destination	dormant	deforestation
cargo	collision	

International trade: food	**Earthquakes and volcanoes: impact**	
import	magnitude	
exporting	meteoric	
beverage	intensity	
	tsunami	
International trade: natural resources	**The water cycle: the cycle**	
international	atmosphere	
natural	continuous	
resources		
imported		
exporting		

Topic Specific Vocabulary – Year 5		
Using maps: features	**North America**	**North America: rivers**
compass rose	latitude	irrigation
lines of longitude	lowlands	rises
lines of latitude	agricultural	numerous
title	predominant	confluence
key	**North America: population**	pesticides
map scale	colonised	**North America: mountains**
Using maps: four figure grid references	indigenous	topographic
eastings	populous	subduction
northings	sparsely	seismic
grid reference	metropolitan	

Topic Specific Vocabulary – Year 6		
Using maps: six figure grid references	**Biomes and climate zones**	**South America**
eastings	categorise	Landmass
northings	inhabit	indigenous
grid reference	terrestrial	Sparsely
	aquatic	landlocked
	climate	colony