



## Subject: Geography

### Curriculum Intent:

- To develop knowledge about own locality.
- To develop knowledge about the United Kingdom and begin to understand the wider world.
- To understand subject-specific vocabulary relating to human and physical geography.
- To begin to use geographical skills including observation.

To enable these outcomes our Geography curriculum is designed to be:

- Engaging and accessible to all learners
- Relevant to the needs of each cohort
- Practical and to be integrated into different subject areas.

### Character Development through Geography

Our Geography curriculum at Riverview will enable children to develop the following character traits throughout their three years at Riverview:

- **Moral:** Become honest, respectful and caring citizens.
- **Social:** Develop social skills, including: communication, collaboration and determination.
- **Cultural:** Recognise the importance of understanding the world around them, diverse places and people and how this will help them in the future.
- **Knowledge:** Become independent, resilient and resourceful in their use of geographical knowledge, inside and outside of their classroom.
- **Skills:** Encourage and develop creativity, problem-solving and evaluation skills
- **Professional:** Support others to become geographically aware.

### Enrichment

- Termly theme days within year groups where one activity is Geography related, linked to current topic
- Knowledge and Understanding of the World Week
- Celebration Assemblies for various festivals celebrated by children from different cultures within School Community
- Knowledge and Understanding of the World Week display to celebrate children's learning
- Forest School (FS/Y1)
- School trip to pumpkin Farm (FS)
- School trips to Local Area, Zoo/Chatham dockyards (YR1)
- School trips to Science Museum, Local Area, Local Warren and Shorne Country Park (YR2)
- Community Events (Festival of Lights and St Georges Day Parade) (YR2)
- Link to the Riverview Kitchen (India)



## Curriculum Implementation

- The curriculum in KS1 is delivered through individual Geography lessons linked to the topic, but also using geography in different subject areas as appropriate.
- Each Year Group ensures their lessons are appropriate to the needs and interests of their cohorts.
- Each term has a different focus, linked to the national curriculum programme of study and is linked to the topic being delivered.
- A scheme of work is used alongside own year group planning to ensure consistency in year groups.
- A monitoring schedule is in place and an overview to ensure progression and consistency.

### Skills and Knowledge Progression

#### Area of Study: Locational knowledge

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>• To be able to describe location of own home in relation to school.</li> <li>• Use appropriate vocabulary to discuss places that are of interest to them.</li> <li>• Use positional language to describe where things are.</li> <li>• Discuss known places that are in the local area (hairdressers, fish and chip shop)</li> <li>• To know that they live in England.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to name, locate and identify the four countries and capital cities of the United Kingdom.</li> <li>• To understand that there are seven continents and five oceans in the world.</li> <li>• Use a simple picture map and aerial pictures to move around the school</li> <li>• Use appropriate vocabulary to discuss places</li> <li>• Use maps to locate the four countries and capital cities of UK and its surrounding seas</li> <li>• Use photographs and maps to identify features</li> <li>• To be able to name and locate the world's seven continents and five oceans</li> <li>• Draw basic maps, including appropriate symbols and pictures to represent places or features</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• To identify a location within the wider context of the world.</li> <li>• Draw basic maps, including appropriate symbols and pictures to represent places or features with increasing confidence.</li> <li>• Use photographs and maps to identify physical and human features</li> <li>• Use world maps to identify the UK in its position in the world.</li> </ul>
<p><b>Outcome:</b> To know we live in England and to be able to discuss places within our local area.</p>	<p><b>Outcome:</b> To know we live in England as part of the United Kingdom. To be able to complete a labelled map of the United Kingdom identifying capital cities and flags.</p>	<p><b>Outcome:</b> To know we live in England and the United Kingdom and its relation to the wider world. To be able to compare a different location to their own.</p>



# CURRICULUM PROGRESSION STRAND MAP

## Area of Study: Place knowledge

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>To be able to discuss similarities between life in England and other countries.</li> <li>Understand some similarities and differences between their culture and others.</li> </ul>	<ul style="list-style-type: none"> <li>To understand geographical similarities and differences through studying and comparing the geography of two small areas of the UK and two cultures of different continents.</li> <li>To locate given countries on a world map.</li> </ul>	<ul style="list-style-type: none"> <li>To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country.</li> <li>To compare two cultures within a continent.</li> </ul>
<b>Outcome:</b> To be able to talk about some similarities and differences between where they live and other countries.	<b>Outcome:</b> To be able to label names of given countries on a world map.	<b>Outcome:</b> To be able to locate given countries on a world map. To be able to sort human and physical features of a locality.

## Area of Study: Human and Physical geography

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>To explore natural environments and discuss what is found in them.</li> <li>To observe and talk about the weather at different times of the year.</li> <li>To be able to describe seasonal change.</li> <li>To begin to use basic geographical vocabulary, eg. Shop, office, factory and farm.</li> </ul>	<ul style="list-style-type: none"> <li>To identify seasonal and daily weather patterns in the United Kingdom.</li> <li>To begin to understand the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>To be able to identify human and physical features of our school.</li> <li>To be able to use basic geographical vocabulary to refer to key features of a location, including physical features: forest, ocean, river, season and weather. Human features: Town, village, shop, office, factory, farm, city and house.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to 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</li> <li>To identify human and physical features of a location outside of our locality</li> <li>To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, hill, mountain, sea, soil, valley and vegetation. Key human features, including port and harbour.</li> </ul>
<b>Outcome:</b> To be able to discuss and compare some seasonal changes	<b>Outcome:</b> To name the different seasons and describe seasonal changes.	<b>Outcome:</b> To understand the meanings of human and physical features.



## CURRICULUM PROGRESSION STRAND MAP

To be able to use basic geographical vocabulary in discussions.	To compare similarities and differences in locations using basic geographical vocabulary.	To use more specific vocabulary when discussing places.
<b>Area of Study: Geographical skills and fieldwork</b>		
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<ul style="list-style-type: none"> <li>• To begin to look at world maps, atlases and globes.</li> <li>• Creating maps linked to stories and topics.</li> <li>• To use some positional and directional language when discussing where things are.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to look at world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• To explore simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right].</li> <li>• To begin to review aerial photographs and recognise landmarks.</li> <li>• To use simple fieldwork and observational skills to study the geography of their school and its grounds.</li> <li>• To devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<ul style="list-style-type: none"> <li>• To 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</li> <li>• To explore simple compass directions (North, South, East and West) and locational and directional language [for example, near and far], to describe the location of features and routes on a map</li> <li>• To be able to make observations about aerial photographs and to recognise landmarks and basic human and physical features.</li> <li>• To devise an increasingly detailed map; and use and construct basic symbols in a key with increasing confidence.</li> </ul>
<p><b>Outcome:</b> children developing an understanding of maps and why they are used. Use specific positional/directional language when discussing where things are.</p>	<p><b>Outcome:</b> To label and complete a map of the United Kingdom, identifying capital cities and flags. To create a simple map.</p>	<p><b>Outcome:</b> To label given countries, oceans, poles, equator and two tropics on a map of the world. To be able to create a simple map, using basic symbols in a key.</p>