Kenyngton Manor Primary School

Subject Profile: Geography

At Kenyngton Manor we know that curriculum is the key vehicle for 'Bringing out the Best' in all of our children, ensuring that all of our children are well prepared for the next stage of their learning and for life.

At Kenyngton Manor Primary School we are ***'bringing out the best'*** in all our pupils by giving them access to a broad and rich curriculum, enabling our children to **'stretch and reach':**

UP – to achieve academically
IN – to have a strong sense of who they are and be able to express it
OUT – to relate well with, and share responsibility for, others
FORWARDS – to be equipped with a 'spirit of adventure'

This is reflected in our curriculum approach to learning Geography, using the aims set out in Development Matters (2021) and the National Curriculum (2014) as frameworks for how we map content, ensure progression in knowledge and sequence our units of work.

Intent

At Kenyngton Manor, our geography curriculum aims to prepare children with the appropriate **knowledge**, **skills,** and **subject-specific vocabulary** to be successful and ready for the next stage of their education.

Children will develop positive learning attitudes towards the subject, demonstrating the specific disciplines and behaviours that make for a successful geographer.

Our approach to geography will therefore ensure that children experience a high-quality education, whereby children:

- have a positive attitude towards geography.
- understand the difference between physical and human geography.
- are able to engage effectively with a range of geographical vocabulary and can accurately explain this vocabulary.
- are able to use some of the tools geographers use when conducting research.
- are able to use a range of geographical methods of enquiry to conduct their own geographical fieldwork.
- are able to explore the factors that influence why places change over time, from both a physical and human perspective.
- engage effectively in geographical conversations about the world and what has influenced the way it is today.

Implementation

At Kenyngton Manor, teaching, learning and assessment (**assessment as learning** and **assessment for learning**) of the Geography curriculum is implemented:

- within the Early Years foundation stage, where Geography is taught as part of direct teaching and continuous provision, linking to the key area of learning "Understanding the World."
- using the Pearson Primary Geography scheme with carefully sequenced lessons that build on prior knowledge and experiences from the EYFS, and connect to the substantive strands running through the school's Geography curriculum.
- so that children can use and understand key vocabulary accurately.
- So that children have opportunity to engage in processes of geographical enquiry, including forming a measurable hypothesis or enquiry question and investigating it.
- so that children in Years 2 – 6 complete an assessed piece of extended writing at the end of each taught unit; evidencing the knowledge children have acquired (assessment of learning) but also enabling children to secure this knowledge more deeply (assessment as learning).

This ensures that children 'know more, remember more, and do more' building on and connecting what they have learned across lessons, between units within a subject and then across the curriculum between subjects.

Impact

We know we are successful when our children:

- have a positive attitude towards learning Geography – understanding its importance and its application in their world
- feel a shared responsibility for the world in which they live
- are able to articulate in speech and writing what they have learnt previously, applying a rich range of subject-specific vocabulary
- children **know more, remember more, and do more**: connecting what they have learned across lessons, between units within a subject and then across the curriculum between subjects. This will be evident in contributions made by children in lessons, conversations with children and work produced by children
- children have the knowledge and skills they need, to continue to be successful in their next Geography lesson, unit, year group, Key Stage and school.

	End Points (unit outcomes)	Substantive Strands (facts/ideas/themes/schema) Human features Physical features Weather/ climate Land formation Capital cities, countries and Continents Bodies of water Settlements	Disciplinary Knowledge (walk in the experts' shoes) Map/navigational skills Similarities and Differences Fieldwork and observational skills Change Collect, analyse and communicate data Directional language
EYFS	To know places in our local area and describe them. To begin to know places in our local area from aerial photos and simple maps. To know how the natural world around them is the same and different to a contrasting environment. To know that aspects of children's lives in other countries can be the same or different. Key vocabulary: Place, differences, maps		
YEAR 1			
My school	▪ To know that our school is in Sunbury. ▪ To know what human and physical features are in geography. **To know how to:** Draw a simple map of our school. Use the four main compass directions	Human features Physical features	Directional language Map/navigational skills Fieldwork and observational skills
Comparing countries of the UK	▪ To know the countries of the UK ▪ To know some of the key physical and human features of the UK. ▪ To know about seasonal and daily weather patterns in the UK. ▪ To know that **To know how to:** Locate the countries of the UK on a map	Capital cities, countries and continents Human features Physical features Settlements	Locational knowledge Map skills
The World	▪ To know the names of the seven continents. ▪ To know where the equator and the North and South poles are. ▪ **To know how to:** Use a map to locate continents and oceans	Weather and climate Capital cities, continents and countries Bodies of water	Map skills
YEAR 2			

Where we live	▪ To know how the Atlas Mountains and our local area are similar and different. ▪ To know that fieldwork is going outside to learn about something in the real world. **To know how to:** Locate the Atlas Mountains on a map Devise a simple map and use and construct basic symbols in a key.	Human features Physical features Land formation	Similarity and difference
The United Kingdom	To know some of the characteristics of the four countries of the UK. To know the capital cities of the countries of the UK. **To know how to:** Locate the surrounding seas of the UK on a map.	Capital cities, countries and Continents	Map/navigational skills Similarities and Differences
The World	▪ To know the names of the five oceans of the world. ▪ To know the location of hot and cold areas of the world in relation to the equator and the north and south poles. **To know how to:** Locate the five oceans on a map.	Weather/climate Physical features	Fieldwork and observational skills Collect, analyse and communicate data

YEAR 3			
Villages towns and cities	▪ To know what a settlement is and the physical/human features that help people to settle. ▪ To know the differences between villages, towns and cities. **To know how to:** Locate countries and areas on a map and describe population density. Locate some major cities in the UK and other parts of the world.	Human and physical features Capital cities, countries and continents Settlements Human and physical features	Map skills Physical and human processes

Mountains, volcanos and earthquakes.	▪ To know how mountains are formed ▪ To know what happens when a volcano erupts. ▪ To know why earthquakes, occur. ▪ Children can explain the impact of volcano eruptions and earthquakes on the local population. **To know how to:** Use a world map to identify physical characteristics.	Capital cities, countries and continents Bodies of water Land formation	Physical and human changes Map skills Similarities and differences
Water, Weather and Climate	▪ To know the water cycle. ▪ To know why we have different seasons. ▪ To know how we are able to predict the weather. **To know how to:** Use the 8 compass directions on a map	Bodies of water Weather/ climate	Physical and human processes Map skills
YEAR 4			
Migration	▪ To know what migration is and some of the different types of migration. ▪ To know what a push/pull factor is. ▪ To know some of the advantages and disadvantages of migration. **To know how to:** Use maps to focus on human characteristics	Capital cities, countries and continents Bodies of water Weather/ climate Settlements	Physical and human processes Collect, analyse and communicate data Similarities and differences
Rivers	▪ Can explain how rivers shape the land. ▪ Can explain why rivers are important to people. ▪ Can explain what happens when rivers flood. **To know how to:** Use a map to locate Russia within Europe. Identify the equator, northern and southern hemisphere	Bodies of water Land formation	Map skills Locational knowledge Physical and human processes
Natural Resources	▪ Can explain how natural resources have. changed. ▪ Can explain what resources Chile/ the UK have. ▪ Can explain how resource exploitation causes problems. **To know how to:**	Human and physical features	Collect, analyse and communicate data Map skills Physical and human change.

	Use a map to locate North and South America specifically Chile Identify the tropics of Cancer and Capricorn		
YEAR 5			
Slums	▪ Can describe what a slum is. ▪ Can explain why slums develop. ▪ Can explain what life is like for people living in slums and what can be done to improve conditions in slums.	Settlements Human and physical features	Locational knowledge Similarities and differences Map skills
Biomes	▪ Can state what the earth's biomes are. ▪ Can explain what affects / damages a biome. ▪ Can explain why biomes are located where they are. ▪ **To know how to:** Identify the position and significance of longitude and latitude Identify the Arctic and Antarctic circle	Human and physical features Weather/ climate	Map skills Human physical processes
Energy and Sustainability	▪ Can explain what is meant by sustainability. ▪ Can explain how energy is produced. ▪ Can explain how the cities of Freiburg and Curitiba are becoming more sustainable.	Human and physical features	Human and physical processes Collect, analyse and communicate data Map skills
YEAR 6			
Globalisation	▪ Can explain what is meant by globalisation ▪ Can describe the impact of globalisation on communication and trade. ▪ Can explain how globalisation will impact us in the future. **To know how to:** Identify the position and significance of the prime/Greenwich meridian and time zones.	Human and physical features Settlements Capital cities, countries and continents	Map skills Similarities and differences Collect, analyse and communicate data Change
Population	▪ Can identify areas of high and low population density. ▪ Can explain why population might change. ▪ Can describe the challenges of a growing/aging population. **To know how to:** Locate counties of the UK	Human and physical features	Collect, analyse and communicate data Compass skills Map skills Change

Local fieldwork	▪ Can explain why geographers' complete fieldwork. ▪ Can describe the tools geographers use to complete fieldwork. ▪ Can explain how data is collected and used. To know how to: **To know how to:** Use four and six figure grid references Use digital/computer mapping	Human and physical features	Human and physical processes Collect, analyse and communicate data Map skills Fieldwork and observational skills Locational knowledge

Key Stage 1 National Curriculum Expectations	
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand	Locational knowledge • name and locate the world's 7 continents and 5 oceans

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.	• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Place knowledge • 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 Human and physical geography • 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 Geographical skills and fieldwork • 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 • 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
Key Stage 2 National Curriculum Expectations	
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 • 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)

	Place knowledge • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Human and physical geography • 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 Geographical skills and fieldwork • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4- and 6-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