

**St. John's C.E. Primary
Friern Barnet**

Geography guidelines

“The study of Geography is more than just memorising places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together.” Barack Obama

Statement of Intent

At St John’s CE Primary School we believe that high quality geography lessons inspire children with a curiosity and fascination of the world and its people that will remain with them for the rest of their lives. By linking learning to a range of topics children have opportunities to investigate the Earth’s natural and human processes, build up a picture of their local environment, and those of contrasting countries and the wider world and be able to communicate their knowledge using geographical terminology. Geography teaching should equip pupils with knowledge about diverse places, people, and resources, natural and human environments together with an understanding of the Earth’s key physical and human processes.

We seek to provide children with **skills** which will enable them to become competent geographers. These skills include the ability to:

1. **collect, analyse and communicate** with a range of data gathered through experiences of **fieldwork** that deepen their understanding of environment and geographical processes
2. **interpret and analyse** a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) nb. GIS is a way of presenting information whereby data is captured, stored, managed, presented and referenced on a map.
3. **communicate** geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

As important as acquiring the skills of geographical enquiry is the acquisition of **geographical knowledge**. This includes:

- Knowledge of geographical terminology
- knowledge about diverse places, people, resources and natural and human environments
- knowledge about how places have changed over time
- knowledge about the earth's key physical and human processes

- understanding of how these processes interact with each other

Delivering the Geography Curriculum across the School

Teachers should:

- Use Cornerstones to plan their geography teaching through topic, making links to prior learning.
- Provide pupils with knowledge organisers which outline knowledge (including vocabulary) which all children must master.
- Plan a cycle of lessons for relevant topics, which carefully provide for progression and depth in pupils geographical learning.
- Introduce geographical topics with a brainstorm activity at the start of the topic to assess knowledge which should be added to regularly throughout the topic to support learners' ability to block learning and increase space in the working memory.
- Provide pupils with first hand experiences of the environment through local field trips, outings and workshops run by experts who will enhance the geographical learning experience for all pupils.
- Ensure that classroom displays reflect children's learning in geography during the course of the year.

Impact

As pupils progress through the geography curriculum, their growing knowledge should help them to build a mental picture of the world around them and understand their place in it, appreciate the diversity of environment and deepen their understanding of the interaction between physical and human processes. Children will also be encouraged to be responsible citizens and appreciate their impact on the world.



ST JOHN'S CE PRIMARY SCHOOL

ANNUAL OVERVIEW: Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p><u>Childhood</u></p> <p>*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.</p>	<p><u>Our wonderful world (mini project)</u></p> <p>*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.</p> <p>* Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple</p>	<p><u>Bright lights big city</u></p> <p>* Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>* Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>*Use basic geographical vocabulary to refer to key physical features,</p>	<p><u>Seasonal changes (mini project)</u></p> <p>*Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles</p>	<p><u>School days</u></p> <p>*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.</p> <p>* 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</p>	<p><u>Street view (mini project)</u></p> <p>*Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>*Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm,</p>

		<p>map; and use and construct basic symbols in a key.</p> <p>*Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map</p>	<p>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>* 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.</p> <p>* <u>Understand</u> geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p>		<p>in a key.</p>	<p>house, office, port, harbour, and shop.</p>
<p>vocab</p>	<p>map, place, changes, past, present</p>	<p>world, people, physical, human, environment</p>	<p>city, town, village, country, capital, London, United Kingdom, England, Scotland, Wales, Ireland</p>	<p>weather, seasons, sunshine, rain, hail, wind, snow, fog, lightning, storm, cloud.</p>	<p>school, playground, carpark, classroom road, route, landmark, map, symbol</p>	<p>near, far, left, right</p>

Y2	<p><u>Movers and shakers</u></p> <p>*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.</p>	<p><u>Let's explore the world (mini project)</u></p> <p>*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 UK and its surrounding seas. * Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>*Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>*Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of</p>	<p><u>Coastline and beachcombers</u></p> <p>*Name and locate the world's seven continents and five oceans</p> <p>* Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</p> <p>* Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>*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.</p>	<p>*Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>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.</p> <p>*Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p>	<p><u>Magnificent monarchs</u></p> <p>*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.</p>	
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		features and routes on a map.				
vocab	journey, destination, significant place,	map, atlas, globe, ocean, continent, equator, north pole, south pole, temperate,	coastline, (Ocean names, continent names), headlands, caves, arches, stacks, bays, beaches, cliffs, sandbanks, sand dunes, erosion, compass	hotels, castles, sea walls, lifeboat stations, harbours, piers, amusement arcades, lighthouses,	monument, castle, palace, royal, monarchy,	
Y3	<p><u>Through the ages</u></p> <p>*Describe and understand key aspects of 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.</p>	<p><u>Our planet out world (mini project)</u></p> <p>* 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)</p>	<p><u>Rocks relics and rumbles</u></p> <p>*Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>*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</p>	<p><u>People and places (mini project)</u></p> <p>*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 within North or South America</p> <p>*Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and</p>	<p><u>Emperors and empires</u></p> <p>*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</p> <p>*Use four-figure grid references to describe the location of objects</p>	

			<p>characteristics, countries, and major cities.</p> <p>*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).</p> <p>*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.</p>	<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>*Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>*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.</p>	<p>and places on a simple map</p> <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	
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voc ab	building, land use, long barrows, henges, cursus monuments, standing stones, stone circles.	latitude, longitude, tropic, hemisphere,	mountains, volcanoes, earthquakes, tectonic plates. sedimentary, igneous, metamorphic, convergent, divergent, transform	layers, inner core, outer core, mantle, solid rock, molten rock, magma, crust,	Empire, trade, settlement, fort, urban, Romanised	
Y4	<p><u>Invasion</u></p> <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>* 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).</p> <p>*Describe and understand key aspects of human geography,</p>	<p><u>Interconnected world (mini project)</u></p> <p>* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>*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 within North or South America.</p>	<p><u>Misty mountain, winding river</u></p> <p>*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 within North or South America.</p> <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>*Use the eight points of a compass, four and six-figure grid references, symbols and key</p>	<p>*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</p> <p>*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</p>	<p><u>Ancient civilisations</u></p> <p>*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.</p> <p>* Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,</p>	

	including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. *Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	over time. *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.	minerals and water.	
vocab	invasion,		grid reference, OS map, river, (names of significant rivers), upper course, middle course, lower course, source, mouth, estuary, delta, landscape, erosion, deposition, transportation, solution, suspension, saltation, traction,	mountain, (mountain names and ranges), altitude, economic activity, leisure, farming, generating energy, transportation, settlements, elevation, summit, fold, fault-block, volcanic, dome, plateau, topography, contour lines, the water cycle, evaporation, condensation,	Egypt, Africa, trade, land use, Nile, irrigation, minerals,	

				precipitation, collection, soil, loam,		
Y5	<p><u>Dynamic dynasties</u></p> <p>*Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>* Describe and understand key aspects of 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.</p>	<p><u>Investigating our world (mini project)</u></p> <p>*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.</p>	<p><u>Sow grow and farm</u></p> <p>* Describe and understand key aspects of 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.</p> <p>* Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>*Use the eight points of a compass, four and six-figure grid references, symbols and key</p>	<p>*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 within North or South America.</p> <p>*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.</p> <p>*Describe and understand key aspects of human geography,</p>	<p><u>Groundbreaking Greeks</u></p> <p>* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>*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.</p>	<p>*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.</p>

			(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.		
vocab	China, trade,	compass points,	agriculture, arable, pastoral, allotment, soil fertility, drainage, topography	climate zones, desert, Mediterranean, polar, temperate, tropical, biomes vegetation belt, drought, transport network, food miles,	Greece, aerial photography, cartography, islands, significant city states, landmarks, Aegean Sea, Mediterranean Sea, Ionian sea	
Y6	<p><u>MAAFA</u></p> <p>Describe and understand key aspects of 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.</p>	<p><u>Our changing world (mini project)</u></p> <p>*Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>*Understand the processes that give rise</p>	<p><u>Frozen kingdom</u></p> <p>*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).</p>	<p>*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 within North or South America.</p> <p>*Understand the processes that give rise to key physical and human geographical</p>	<p><u>Britain at war</u></p> <p>*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.</p> <p>* Use the eight points of a compass, four and six-</p>	

	<p>* 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).</p> <p>*Describe and understand key aspects of 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.</p>	<p>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.</p>	<p>*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.</p> <p>*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</p> <p>*Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Describe and understand key aspects of 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.</p>	<p>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.</p>	
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vocab	Africa, continent, natural resources, location, population, climate, physical features, economic activity, settlement, New World, Colonialism, new inventions, Industrial Revolution.		equator, Prime Meridian. Latitude, longitude, contour, climate, precipitation, Arctic, Antarctic, glacier, ice sheet, polar region, desert, tundra,	natural resources, indigenous people, climate change, global warming, burning fossil fuels, deforestation, habitat destruction, overpopulation, rearing livestock, tourism	Axis and Allied Powers., alliance, impact of war,	
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