

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 exist 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

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.

Delivering the History and Geography learning across the School

- A cycle of lessons for each subject, which carefully plans for progression and depth.
- A knowledge grid /mind map at the start of the topic to assess knowledge which is added to regularly throughout a unit of learning.
- Trips and visiting experts who will enhance the learning experience.
- Display board in classroom linked to their topic.
- Class webpage to reflect the learning taking place in class.

ST JOHN'S CE PRIMARY SCHOOL

ANNUAL OVERVIEW: Humanities (Geography & History)

St Johns N11 KS1

	Autumn		Spring		Summer	
1	<u>Where do we come from?</u> introducing globes and maps on a global scale. First attempts to sketch a world map, locating continents, oceans and UK and locate and label countries and origin of family, introducing generations/grandparents as past versus present. Starting with world map and gradually scaling down to local consistent scaling so that pupils can place where London is later on.	<u>Where do our toys come from?</u> Building on learning from previous unit to consolidate knowledge and sketching of world map, locating/naming continents, oceans and UK to locate and label countries and origin of clothes/materials. identify/describe sources used to find information about toys, and to identify differences between toys including recognizing everyday materials. A chance to reinforce world mapping prior and ensure this is consolidated before learning about climates and weather.	<u>How do we get around?</u> Use world map to locate continents, oceans, UK and countries, including describing location to UK. Plot journey of Columbus on maps to describe travel/journey to introduce transport changes over time and compare with modern day. Identify sources used to find information about Columbus and developments in flight with some female figures (e.g. Earhart, Katherine Johnson). Building on previous world mapping and extending timeline/chronology, to consolidate understanding of 'past' from toys and applying to transport prior to trade in KS2.	<u>How far is it to the sea?</u> Building on world maps to locate Britain/UK, on a national scale. Including naming of 4 countries and their capitals. Build landmark and locational knowledge of London, and vocab such as coast, city etc to describe different landscapes/topography. Continuous scaling from world map down to UK, and prior to recognition of urban v coast or rural physical features in next unit, and prior to applying to London specific learning next.	<u>What is London like??</u> Building on concept of travel around London (Underground) and from London with directional language and recognise differences from urban living to coasts. Bring in historical element by discussing different travel methods past (Victorian) and present, and how railway made day trips to Coastlines (from Y2) possible. Suggest building of geographical language of urban features and continuing downscaling to London prior to studying own local area in more detail next.	<u>How has my local area changed?</u> Enhancing map skills to distinguish human/physical features and recognising those introduced in previous unit relating specifically to urban. Includes location of homes and transport and recognise/describe differences between past and present of school local area from variety of sources. Local area moved to here to ensure continuous scaling down from Autumn and allowing pupils to apply previous learning (about urban features) to own environment and be familiar with features to establish differences at time of Fire of London, next.

2	<u>How have our houses changed over time?</u> Building on local mapping skills of London to identify changes in homes/local area buildings in the past to present in greater depth and in contrast to palaces/castles. Locating developments and monarchy on a timeline to build chronological knowledge, including for example, QV and QE1 Children can solidify chronology knowledge of monarchy and buildings, to give a context prior to looking at buildings in London during fire, next.	<u>Why did the Fire of London Spread?</u> Building on local mapping skills of London (Y1) and building features (Autumn) to identify changes of local area past and present, and building on knowledge of chronology to suggest reasons for, and mapping of, the spread of fire in an urban area. Identify/describe different types of sources (including Samuel Pepys, art) to find information about the fire.	<u>Why should we remember them?</u> Use and discuss sources including world maps to describe significant figures including Rosa Parks and Emmeline Pankhurst and relating events, linking with consequences. Relating to and building on timeline and chronology. Could include Charles Henry Turner here. This line of enquiry into significant figures builds on skills from previous units and the chronological learning from the last unit.	<u>How would we get around the snow?</u> Reinforcing knowledge of world map (including continents and oceans) to make comparison with UK and identify differences between hot/cold climate zones, making links with habitat, wildlife, natural resources particularly in the polar regions. Could also include comparing with types/methods of transport e.g. Scott (building on Columbus and Earheart, Y1) Placed here to ensure solid knowledge of world map is in place from year 1 prior to applying learning about climate zones, which is needed before learning about weather in more detail. This will then provide contrast for summer unit.	<u>What will the weather be like today?</u> Consolidating knowledge of UK location in world map/climate zones, and using knowledge of seasons, to describe weather from geographical data which they have collated. Had weather shown in Y1 and in Autumn Year 2. By having knowledge of climate zones/hemispheres in prior unit, then it provides an opportunity to apply this learning to local weather here.	<u>How do our houses differ?</u> Building on understanding of climate zones and knowledge of UK, London+ local area to compare with those in non-European area using photos and other sources (including weather data- building on previous unit) to describe differences with London/UK. Could include countries in Africa but could choose another area in the 'hotter' climate zone to reinforce and compare with prior learning, and/or perhaps to reflect demographic of school.
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St John's N11 KS2

	Autumn		Spring		Summer	
3	<u>How did homes change between the stone to iron age?</u>	<u>What's it like to live in a desert?</u>	What can we find out about Ancient Egypt? Building on Stone/Iron Age, find detail	Does a river always run through it? Enhance UK knowledge and	How can we hold back the flood?	How did it get to my plate? Build on knowledge of world

	Using understanding of chronology of Stone to Iron Age and climate to calculate when and where from sources; comparison to modern houses around the world (Year 2). Identifying key elements for settlement and survival in local environment.	Revise climate zone knowledge (Y2) and reinforcing hemispheres, making comparisons with previous learning of other climates (e.g. polar, Y2) to describe features and processes of desertification making links with rain/water cycle to understand terrain. If taught here gives grounding for Ancient Egyptians, next, which is also then chronological.	from sources to describe for differences in Ancient Egyptian lifestyle to Stone-Iron and modern life, including status/role of women, and children's pastimes and explain reasons making links to climate and chronology. Should also include mapping, description+ use of Nile e.g. for farming. If taught here connections with period can be made from previous units, and comparisons can be made with London and Thames in Summer units. Also chronological.	mapping to define land use and topography including rivers/mountains; identify stages and features of rivers/Thames and differences with other rivers in the world e.g. Nile (previous unit). This will build pupils' appreciation of settlement and relationship with environment (Autumn). Placing after Nile learning in previous unit allows pupils to apply learning to that example and make comparisons with others.	Recognise land use and settlement by the Thames plus causes, impact and measures against flooding. This then reinforces learning about London (Y1) prior to understanding trade routes, next.	map identifying where foods from, making links with climate, and recognising land use of Docklands/Thames for trade, including increased transport mileage and pollution over time. Need to understand settlements (Autumn) and farming from Y5) before developing idea of trade. This allows development of transport and trade further. Can include areas learnt in Yr2 Summer.
4	Is all of Europe the same? Compare Greek and Italian topography in Europe, including mountain ranges, with UK, making links with climate zones etc, and developing map skills to provide context for next units. Build on location and travel to/from UK. Giving context before Greeks and Romans, next.	Who were the Ancient Greeks? Building on knowledge of maps/climates and Europe topography (previous unit) and chronology, to make links with features of society, including diet, clothing, to make comparisons with Stone/Iron Age (Y3). Chronological here instead of in Y5 and allows consideration of change/continuity if placed here.	Who were the Romans? Building on knowledge of chronology and discussing value of a range of sources to describe Empire and trade and society in relation to Greeks and Egyptians (Y3). Using knowledge of topography to make links with features of society. Chronological here. Allows consideration of change/continuity if placed after Greeks and Ancient Egyptians.	How did the Romans change life in Britain? Develop understanding of UK + land use (Yr3) to map and appreciate purpose and impact of Roman settlement (H wall, Londinium etc) and benefits of settlement/capitalisation of London by Thames, as well as investigating Boudicca. Expanding Roman learning over 2 units allows application of learning in prior unit to life in society in UK, thus a deeper appreciation of Empire can be achieved.	What is the difference between mountains and volcanoes? Recapping mountains (in UK Y1 and rivers, Y3) and building on World Mapping knowledge to locate and explain difference to and process and impact of volcanoes and earthquakes due to tectonic plates etc. with reference to Roman sources. Placed here as direct link to Pliny and Europe (Autumn) so aiding memory recall of prior learning. Can then make links with Mary Anning.	

5	<u>Why did the Anglo-Saxons want to live here?</u> Using knowledge of topography and Chronology to make links with features of society and identify differences and similarities with other civilisations studied with reference to key concepts, such as invasion and empire.	<u>Why did the Vikings invade Anglo-Saxon Britain?</u> Using knowledge of topography and Chronology to make links with features of society and identify differences and similarities with other civilisations studied with reference to key concepts such as 'invasion' and 'empire.'	<u>What is it like to live in a Rainforest?</u> Building on world maps and climate zones knowledge to explain complexity of Biomes compared to the Polar (Y2) and Desert (Y3) UK and Europe (Y4). This allows prior climates /topography knowledge to be applied to show how biomes (which are more complex) are interconnected, and in contrast to Europe (Y4).	<u>Who needs the Rainforest more?</u> Having built context in previous unit, pupils can describe deforestation process and effects on environment, climate and sustainability and people, including seeing more than one viewpoint. Sustainability currently Y4) elements relates to use of natural resources (required in NC) and can be a precursor to conflicting values/uses of land in readiness for next unit, building on understanding of trade. Links to saving species and Arthur Russell Wallace's work can then be made.	<u>What happened to the Maya?</u> Having built context in Rainforest in previous units, can compare with other ancient civilisations studied (Yr3+4). Maya has links to curriculum (trade, S America). Comparisons with British Stone to Iron Ages and Ancient Egypt can be made, and evidence of progression in pupil work can be shown compared to Y3 civilisation studies.	<u>Optional:</u> Having been introduced to conquistadors and expansion of European trade in previous unit, could explore conflict between Spain and England during Tudor period, including comparison of Spanish trade ships and the Golden Hinde, leading to investigation into the Spanish Armada.
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St John's N11

	Autumn		Spring		Summer
6	<u>What did the Victorians do for us?</u> Use a variety of sources and chronological knowledge of past and timeline events to identify and describe the impact of	<u>What happened to the Benin Empire?</u> Using chronological and geographical knowledge to determine key values, beliefs and features of society from a range of	<u>How has trade affected our population?</u>	<u>What difference has 500 years made to Docklands?</u>	<u>How did WW2 affect us?</u>

	invention and changes and developments in industry, transport (consolidating Y1) and trade via development of Empire expansion during the Victorian period and examining the impact on the landscape and lives in London, including via pollution. Suggested here to provide context for next unit. Links to Lewis Lattimer can be made.	sources and make comparisons with other civilisations previously studied. This Strengthens and builds on prior learning. whilst consolidating understanding of 'empire' concept, as well as consideration of the impact of trade).	Considering how enslavement enabled world trade (trade and features) and consider cause and consequence of this example of migration.	Building on prior learning about location and uses of Thames and using prior learning about world trade and routes and of rivers and settlements (Year 3 summer) to give reasons for location and development of Docklands, in London presented on accurately drawn maps (including compass +grid referencing).	Draw accurate world maps to describe spread of German Empire, building on knowledge of transport development (Y1 + previous unit) to make comparisons with other expansions/invasions (Romans Y4, Vikings Y5).
			Investigating the actions of Black activists and others in UK society and making comparisons with other activists previously learnt, e.g. Boudicca Y4.	Use a variety of sources and prior learning of chronology, transport and Victorians to explain why Docklands in London became central to trade in UK, and how and why it has changed to become a centre of commerce in the present day.	Locate accurately on own correctly scaled local area maps bombsites, shelters, ARW sites and using understanding of importance of Docklands (previous unit) to give reasons for bomb location. Selected and used variety of sources to recreate historically accurate accounts of the impact of WW2 on local London residents (including conscription, evacuation, rationing, bombing) and to define changing role of women in society

Each unit has an **enquiry question** as a title, and all learning has been sequenced to include where possible **current** learning, so that the key **geography** and **history** knowledge is always being extended as part of a continuous **narrative** based around key themes/**concepts**. These concepts build with complexity as pupils move through the curriculum, and include world travel, world trade (including of food) and empirical invasion or expansion and society status.

Units will have either a **geography** or **history** focus; they may include recap of prior learning of the other to ensure all pupils can describe when and where they are learning about. In addition, some may include links to other subjects e.g. **science** as well as **key scientists**.

By latter Year 6, units include longitudinal studies which will bring both history and geography learning together.

Please note that the layout above is *not* always exactly proportionate to length of unit.