

# Geography at SEC

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## **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand 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.

## **Key stage 2**

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.



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 United Kingdom and its surrounding seas.



**Locational  
Knowledge**

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.

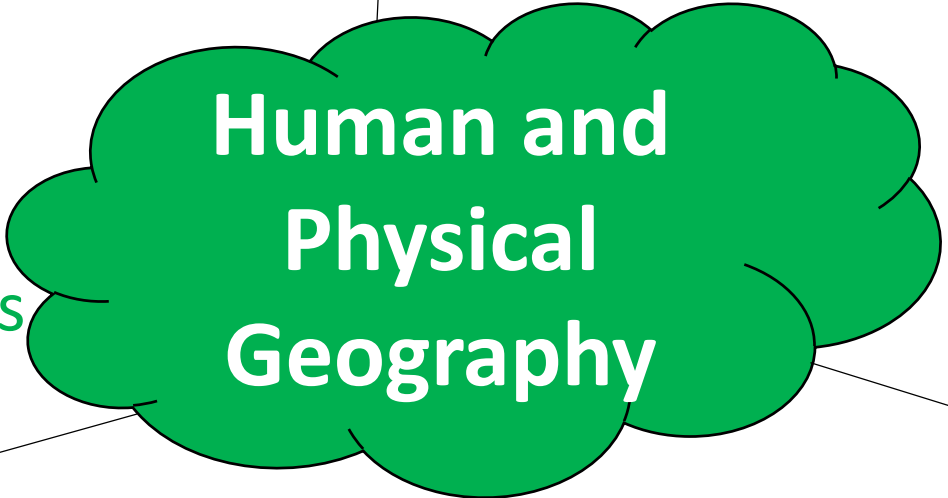
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.

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



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

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



**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

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

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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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.

# Intent

At St Edmund Campion, Geography promotes curiosity and interest to explore the world we live in. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at St Edmund Campion 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. 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.

# Implementation

The Geography curriculum at St Edmund Campion ensures previous knowledge is built upon. The use of knowledge and skills progression grids ensures teachers know what the children have previously learnt and what they will learn. At St Edmund Campion, we use up-to-date and online resources such as atlases and Digimaps. As Geography is an ever-changing subject, it is vital to have the most contemporary resources.

For each topic, there is a knowledge organiser. Bespoke to each year group, they identify key vocabulary, knowledge that is required to be remembered, related images and previous knowledge that is important to the topic.



# Knowledge and Skills Progression Grids

Geographical Mapping Skills						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can follow a simple map of the school environment.	<p>Know their own address, including postcode.</p> <p>Locate and identify the name of their nearest town/city.</p> <p>Using atlases, locate where the Equator, North Pole and South Pole are.</p> <p>Use simple compass directions (North, South, East, <u>West</u>).</p>	<p>Understand and use directional language: left, right, below, near, far to describe the location of something.</p> <p>Describe the location of features and routes on a map.</p> <p>Devise a simple map using aerial photos and construct basic symbols in a key.</p> <p>Recognise landmarks on a map.</p> <p>Identify symbols on an OS map - footpath, coniferous trees, <u>non-coniferous trees</u>, sand.</p>	<p>Use and name the eight points of a compass.</p> <p>Use maps and atlases to locate European countries and capitals.</p> <p>Use aerial photographs, plan perspectives and <u>Digimaps</u> to recognise landmarks and basic human and physical features.</p> <p>Use <u>Digimaps</u> to compare land use in the local area between the 1800s, 1950s and present day.</p> <p>Identify symbols on an OS map – contours, quarry.</p>	<p>Use digital/computer mapping to plan a journey within the UK.</p> <p>Distinguish between the Northern and Southern Hemisphere.</p> <p>Use four figure grid references.</p> <p>Identify symbols on an OS map – Building of historic interest, information centre.</p>	<p>Understand what most of the ordnance survey symbols stand for using OS maps.</p> <p>Understand how to use graphs to record features such as temperature or rainfall across the world.</p> <p>Use digital and physical maps and aerial photos to locate the key features and landmarks of Berlin and London</p>	<p>Understand how to use six figure grid references.</p> <p>Use digital/computer mapping to locate a country or place of interest and to follow the journey of rivers.</p> <p>Use fieldwork to observe the local area surrounding the River Trent.</p>

# KS1 Knowledge Mats



## Geography – Our Local Area



### Things I need to know and remember

Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in & post code.

West Bridgford is the town where school is. Nottingham is the city where we live.

A village is a place in the countryside.

A city is a busy place with lots of shops and services.

A town is busier than a village with more shops and houses but is smaller than a city.

Each road has its own name and postcode usually shown on a road sign at the start of the street.

Zebra crossing are black and white and help us to cross the road.

Road signs are used for drivers and pedestrians to use the roads safely

Maps have keys which show the symbols on the map to help us locate the interesting features of an area

### What I already know

I can talk about what it is like where I live.

I can talk about some of the key features of different environments and how they might be different from each other. E.g. town/country

I can talk about where our school is and talk about a simple map showing it.

I can talk about what the area is like around our school and recognise some key local features

I can follow a simple map of the school environment.

I can use specific vocabulary to talk about the features of different environments.

### Key Vocabulary

Address	The place where someone lives or where a business is located
Postcode	A group of letters and numbers which are added to an address to help with the sorting of mail.
City	A busy place where many people live closely together with lots of shops and services
Town	A place bigger than a village and smaller than a city
Village	A place in the countryside with a smaller number of houses and services including farms and land
Urban	A busy place which has lots of houses, shops and offices
Rural	A quiet place in the country with fewer

### Exciting Images



# KS2 Knowledge Mats

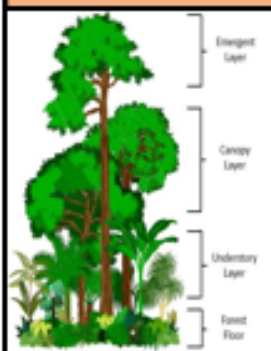


## Y6 Rainforest and Biomes



Key Vocabulary	
Biomes	A large region of earth with similar weather, rainfall, animals, and plants. E.g Desert, Oceans
Biodiversity	Variety of plant and animal life in a particular habitat, a high level of which is usually considered to be important or desirable.
Indigenous	Indigenous people or things belong to the country in which they are found.
Emergent Layer	This layer is the name given to the tops of the trees that poke above the rainforest canopy.
Canopy	The canopy, which may be over 30m above the ground, is made up of the overlapping branches and leaves of the rainforest trees.
Understory	A tangle of shrubs, young trees, saplings, palms and vines. It's hot and damp and the air is very still.
Forest Floor	The ground layer of the rainforest teeming with insect life and the biggest animals
Deforestation	When forests are cut down and the area is permanently cleared for another
Destruction	The act of destroying something
Endangered	An endangered species is a species which has been categorised as very likely to become extinct
Extinction	The extinction of a species, animal or plant is the death of all of its remaining living members

### Exciting Images



### What I already know

Name and locate geographical regions and key topographical features

### Things I need to know and remember

The number of biomes vary but there are five main ones: deserts, aquatic, forests, grasslands and tundra

Rainforests cover about 5% of the earth's surface.

The Amazon is the world's largest **tropical rainforest**. Covering over **5.5 million square km**, it's so big that the UK and Ireland would fit into it **17 times** and it would be the **9<sup>th</sup>** biggest country in the world!

The Amazon is incredibly rich and diverse with around **40,000 plant species**, **1,300 bird species**, **3,000 types of fish**, **430 mammals** and **2.5 million different insects!**

Rainforests are being destroyed at a pace of 31,000 square miles per year

# Medium Term Plans

## SEC GEOGRAPHY PLANNING

Year: 4

Prior learning:

- I can talk about some of the key features of different environments and how they might be different from each other. E.g. town/country (Foundation)
- Identify and use geographical vocabulary to refer to key physical features: beach, cliff, coast, sea, ocean, season, weather (Year 1)
- Identify and use geographical vocabulary to refer to key physical features: forest, hill, mountain, river, soil, valley, vegetation (Year 2)
- Describe and understand the key aspects of mountains and how they are formed (Year 3)

Sum 2	Objective	Activities	Resources
1	Describe and understand the key aspects of earthquakes	<ul style="list-style-type: none"> <li>• <b>Key vocabulary:</b> earthquake, seismic waves, seismograph, seismometer, magnitude, tsunami, aftershocks, shock waves, liquefaction, subsidence, landslide, ground shaking, ground rupture, Richter scale, earthquake magnitude scale</li> <li>• Provide definition of earthquake. <b>Chn</b> write their own definition in books</li> <li>• <b>Chn</b> stick picture of earthquake magnitude scale/Richter scale in books &amp; explain what it is and how earthquakes are measured (using seismometer and seismograph)</li> <li>• Explain 5 main features/effects of earthquake: ground shaking, ground rupture, landslides, tsunamis, liquefaction &amp; subsidence</li> <li>• <b>Chn</b> complete table in books of 5 effects of earthquakes with illustrations</li> </ul>	<ul style="list-style-type: none"> <li>- A3 information sheet (effects of earthquakes)</li> <li>-Small pictures of earth magnitude scale</li> <li>-Video: <a href="https://www.youtube.com/watch?v=Gbd1FcuLJLQ">https://www.youtube.com/watch?v=Gbd1FcuLJLQ</a></li> </ul>
2	Understand what causes an earthquake	<ul style="list-style-type: none"> <li>• <b>Key vocabulary:</b> earth's structure, inner core, outer core, mantle, crust, tectonic plates, plate boundary, normal/reverse/strike-slip fault, earthquake simulation</li> <li>• Explain structure of earth &amp; watch video for further info.</li> <li>• <b>Chn</b> label structure of earth (using blank cross section of earth handout), creating their own key, labelling each layer, &amp; writing definition for each.</li> <li>• <b>Chn</b> stick in labelled picture of tectonic plates in books and provide written explanation for what they are &amp; how they cause earthquakes.</li> <li>• <b>Chn</b> complete earthquake simulation activity in books (pictures to be taken and stuck in, <b>chn</b> explain activity &amp; what it represented)</li> <li>• (Extension - which countries/cities/areas of the world sit on a fault line? Use atlas to find out)</li> </ul>	<ul style="list-style-type: none"> <li>-Blank structure of the earth model/picture</li> <li>-Tectonic plates pictures</li> <li>-Plastic trays, soil/<b>area</b>, crumbs, building blocks/plastic houses, long strips of cloth</li> <li>- iPad to take pics</li> </ul>



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- Describe and understand the key aspects of mountains and how they are formed (Year 3)



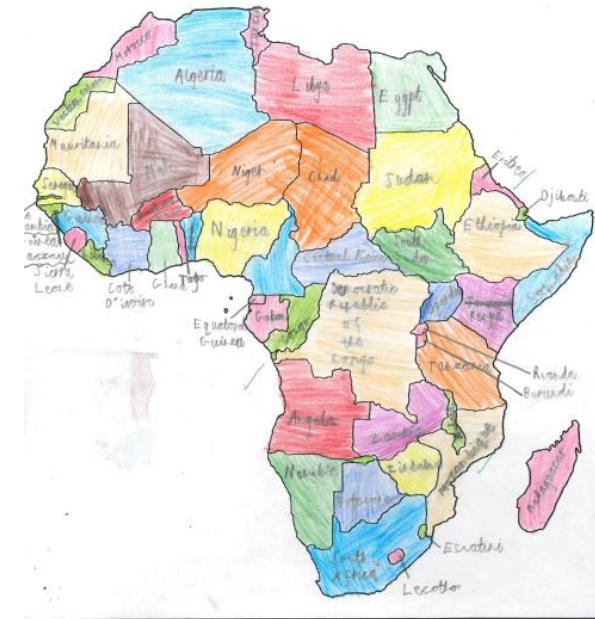
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# International Map Day



Map of Africa





# Year of Local Discovery

In collaboration with History, we promoted the exploration of Nottingham and the surrounding areas within the county. We are lucky to live in such a culturally rich place and it is only right to discover more about it.

Cotgrave Colliery by Sophia

Coal mining is the process of getting coal from the ground. Coal is long gone but because it produces energy when burnt.



The mines were dangerous places so to keep track of miners you had to give tokens when you went in and out.



My pops was a miner. He worked at cotgrave pit for 16 years. He was a deputy and he was in charge of keeping people safe in his area. He was also responsible for lighting dynamite safely. He said the best thing about his job was the people and the camaraderie.



Rushcliffe country park

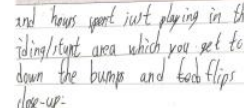


On the 23<sup>rd</sup> of Apr I went to Rushcliffe country park. It is a very large park and has lots of facilities such as the park play area, the lake and the parking lot.

This is the Sensory Trail. It is essentially a little playground with wooden constructions or with bits of string attached to help you. It can be tricky too.



This is the play area. A playground suitable from ages 4 to 12, it includes a very large log, a climbing frame, sand pit, swings and a slide. It also actually is pretty large so you could play for hours and hours spent just playing in this place. There is also a bit hide riding/skate area which you get to ride your bike or scooter up and down the bumps and do flips and tricks in the air. Here is a close-up:



Here are some pictures of us in the playground. It was a boggy pond before but the pond was drained by a river. It was filled in and now it's the park.



Last but not least, this is the lake. It's home to many ducks and many more. Will you go here if you have time? I definitely definitely would.

Thanks for me Mrs. Kenna

# Impact

Through the high quality teaching at St Edmund Campion, children are impacted in different ways.

Children are engaged in topics, wanting to discover more about the different aspects of the subject.

Events such as International Map Day has benefitted the children, learning more through the medium of maps and catchy rhymes.

The strength of the progression grids and medium term planning is evident in the work of the children. Work is of a high quality, which highlights the strength of the curriculum.

The use of revisiting knowledge from previous years has ensured this is maintained throughout their time at school and beyond.