



Skelton School

Geography - Curriculum Vision and Overview

Creating confident, capable geographers in a caring community

At Skelton School it is our *intent* to inspire curiosity in our pupils for the world around them, the human and physical processes which shape it, and the people who live in a variety of places across it. Through our Geography curriculum we aim to enable our pupils to make sense of their own local community as well as the wider world including a knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

As geographers our pupils will develop an understanding of various geographical locations and their physical and human features (place), an understanding of the relationships between the physical features of places and the human activity within them such as how the world's natural resources are used and transported (patterns), as well as an understanding of geographical representations, vocabulary and techniques through fieldwork and geography visits (communicate).

Our aim is to have pupils with an informed and usable concern about the earth and its people and to foster a desire to care about its future and the changes we make to it.

As geographers we will demonstrate:

- *An excellent knowledge of where places are and what they are like.*
- *An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.*
- *An extensive base of geographical knowledge and vocabulary.*
- *Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.*
- *The ability to reach clear conclusions and develop a reasoned argument to explain findings.*
- *Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.*
- *Highly developed and frequently utilised fieldwork and other geographical skills and techniques.*
- *A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.*
- *The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.*

Breadth of Study - EYFS

- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Draw information from a simple map.
- Know that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.

Breadth of Study – KS1

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.

Breadth of Study - KS2

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a

<ul style="list-style-type: none"> • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. • Talk about the lives of the people around them and their roles in society. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> • Use fieldwork and observational skills. 	<p>region or area of the United Kingdom (different from that taught at Key Stage 1).</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.
<p><u>Threshold Concepts:</u> Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world’s natural resources are used and transported.</p>	<p>Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>

Knowledge Categories



Location



Physical features



Human features



Diversity



Physical processes



Human processes



Techniques