

Geography at St Matthias

Intent: The geography curriculum at St Matthias incorporates fundamental geographical knowledge and skills, with a focus that is spread across both our local area and the world as a whole. We want our children to be knowledgeable and prepared for the challenges society will face in the future - climate change, food security and energy choices. As a subject, it plays a crucial role in every aspect of our children's lives and is imperative in developing caring and understanding citizens of tomorrow.


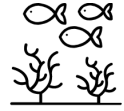

EYFS

We have selected the most relevant statements from Development Matters age ranges for Three and Four-Year-Olds and Reception as well as highlighting the statements

For more detail about linked subject progression within the EYFS Framework, please refer to EYFS framework.



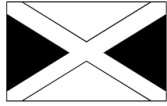
Early Years Geography	
Understanding the World (People and Communities)	Understanding the World (People and Communities)
Children know about similarities and differences between themselves and others, and among families, communities and traditions	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Year 1: Geography skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	<p>Where I live: Hackney</p> 	<p>Blue Planet</p> 	<p>Carnival</p> 
Big Question	Where is Hackney?	Why do we need to care about the oceans and seas?	Why do people go to Notting Hill Carnival?
Locational knowledge	<p>I can locate London and Hackney on a map</p> <p>I can use key vocabulary to demonstrate knowledge and understanding of where I live</p>	I can name and locate the world's seven continents and five oceans	I can name characteristics and identify key areas of a capital city in the United Kingdom.
Mapping	I can locate Hackney on a map of London and describe its location using compass directions.	I can name and locate the world's seven continents and five oceans	I can locate Notting Hill on a map and key landmarks within the area.
Skills/Fieldwork	I can use simple compass directions to describe the location of features and routes on a map I can create a simple map and construct basic symbols in a key	I can use maps, globes and atlases identify the continents and oceans	I can use simple fieldwork and observational skills to study the geography of the surrounding area.
Human	I can use simple fieldwork and observational skills to study the geography of my local area, including key human and physical features	I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, sea, ocean, river, soil, season and weather.	I can use basic geographical vocabulary to refer to key human features within a city.
Physical	I can use simple fieldwork and observational skills to study the geography of my local area, including key human and physical features	I can use basic geographical vocabulary to refer to key physical features: oceans	I can identify the location of hot and cold areas of the world contrasting the United Kingdom to the Caribbean




Key vocabulary	City, borough, border, compass, river, canal, source, route, nature reserve, conservation, habitat, wildlife, marina, marsh	Ocean, sea, habitat, bioluminescence, gills, continent, mammal, fish, crustacean, molluscs	Lent, fasting, slavery, mocking, racism, equality, forbidden, culture
Assessment questions	<p>Where is the capital city of the United Kingdom on a map and how is it divided into smaller parts?</p> <p>Which boroughs surround Hackney?</p> <p>How can I describe where Hackney is within London and the United Kingdom?</p> <p>Where is the Regents canal and what is its journey?</p> <p>Where are the Hackney marshes, what are they like and where does the water come from?</p> <p>What problems does our local river face and how can we protect it?</p>	<p>What is an ocean?</p> <p>Where are the world's oceans?</p> <p>How deep is the ocean?</p> <p>Why are oceans so important?</p> <p>What lives in the ocean?</p> <p>How can we protect our oceans?</p>	<p>What is carnival?</p> <p>How did carnival begin?</p> <p>Why did people from the Caribbean move to the UK?</p> <p>Who was Claudia Jones?</p> <p>How is carnival celebrated today?</p> <p>What have we learnt from carnival?</p>

Year 2: Geography skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	<p>Our London</p> 	<p>Green World</p> 	<p>Jamaica</p> 
Big Question	Where is London?	What are the seven continents like?	What is it like to live in Jamaica?
Locational knowledge	I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom	I can use key vocabulary to demonstrate knowledge and understanding of the UK, Europe, Africa, Asia, Antarctica, North and South America	<p>I can compare the UK with a contrasting country in the world</p> <p>I can compare a local city/town in the UK with a contrasting city/town in a different country</p>
Mapping	I can name and locate London on a map of England	I can name and locate the world's seven continents on a map	I can use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features
Skills/Fieldwork	<p>I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p> <p>I can 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</p>	I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied	<p>I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p> <p>I can 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</p>
Human	I can use basic geographical vocabulary to refer to key human features, including:	I can use basic geographical vocabulary to refer to key human features, including:	I can use basic geographical vocabulary to refer to key human features, including:




	city, town, village, factory, farm, house, office, port, harbour and shop	city, town, village, factory, farm, house, office, port, harbour and shop	city, town, village, factory, farm, house, office, port, harbour and shop
Physical	<p>I can 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.</p> <p>I can 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>	I can use basic geographical vocabulary to refer to key physical features	I can 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 vocabulary	Atlas, capital, city, compass, country, far, nearer, ocean, port, river, sea, Human geography, Physical geography	Continent, North America, South America, Europe, Africa, Asia, Australia, Antarctica	Atlas, capital city, coast, compass, human geography, physical geography, river, vegetation, village
Assessment questions	<p>What is London?</p> <p>Who created London?</p> <p>Where are the landmarks in London?</p> <p>What different features can we see in London?</p> <p>What are the seasonal weather patterns in London?</p> <p>How can we plan a trip to London?</p>	<p>What is a continent?</p> <p>What is Europe and Australia like?</p> <p>What is Africa like?</p> <p>What is Asia like?</p> <p>What is North and South America like?</p> <p>What is Antarctica like?</p>	<p>Where in the world is Jamaica located?</p> <p>What is the weather and climate like in Jamaica?</p> <p>What is school life like in Jamaica?</p> <p>What are the physical features of Jamaica?</p> <p>What is the culture and lifestyle like in Jamaica?</p> <p>What is similar and what is different between Jamaica and the United Kingdom?</p>

Year 3: Geography skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	Villages, Towns and Cities 	Mountains, Volcanoes and Earthquakes 	Water, Weather and Climate 
Big Question	Where do people live?	Why do volcanic eruptions and earthquakes occur?	To what extent is the UK's weather to be expected?
Locational knowledge	I can locate the world's continents	I can name and locate the world's continents I can name and locate key physical characteristics (mountains)	I can locate the world countries, the equator and the north pole
Mapping	I can identify sparsely/highly populated areas of the world	I can use a world map to identify earthquake zones	I can identify capitals of UK countries and locate one other country for comparison
Fieldwork	I can use symbols and key to build my knowledge of the United Kingdom and the wider world I can use key vocabulary to demonstrate knowledge and understanding of population	I can use key vocabulary to demonstrate knowledge of mountains, volcanoes and earthquakes	I can use a four-point compass I can interpret a range of sources of geographical information
Human	I can describe different types of settlements in the United Kingdom, Europe and North America I can describe different type of settlement patterns I understand the reasons for different types of land use in cities	I can understand the economic impact of natural disasters I can understand the reasons for refugees due to natural disasters	I can understand the impact weather has on human settlements




Physical	<p>I can find similarities between different geographical regions</p> <p>I can describe key aspects of physical geography</p>	<p>I can describe and understand key aspects of earthquakes and volcanoes</p> <p>I can describe what causes an earthquake</p>	<p>I can describe and understand key aspects of the water cycle</p>
Key vocabulary	<p>Population, settlement, distribution, population density, village, town, city, megacity, employment, leisure, land use, advantage, disadvantage, hunter-gatherer, nomadic people</p>	<p>Magma, lava, pressure, friction, basalt, granite, fold mountain, ocean trench, tsunami</p>	<p>Weather, climate, atmosphere, evaporation, transpiration, condensation, precipitation, surface runoff, groundwater, lake, stream, river, infiltration, temperature</p>
Assessment questions	<p>Where are the world's people? What is a settlement? What can affect where people live? How are settlements shaped? What makes up a big city? How are villages and cities different places to live?</p>	<p>What is the earth made of? What are fold mountains? How are volcanoes made? How does an earthquake occur? What happens when a volcano erupts? What is the earth made of?</p>	<p>Where is Earth's water? What makes up the weather? Why does it rain? Why does the UK have wild weather? What is the reason for the seasons? Why is the world's weather changing?</p>

Year 4: Geography skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	<p>Rivers</p> 	<p>Migration</p> 	<p>Natural Resources in Northern Chile</p> 
Big Question	What impact do rivers have on people's lives?	Are all migrants forced to leave their home?	To what extent is our use of natural resources sustainable?
Locational knowledge	I can use maps to study the rivers in the UK, Europe, North and South America	I can understand the geographical similarities and differences through the study of human geography of a region of the UK	I can explore similarities and differences, comparing the human and physical geography of the UK and a region of South America
Mapping	I can use maps to locate countries and describe the features studied	I can locate the world's countries, using maps to focus on environmental regions and key physical and human characteristics.	I can use maps to locate the world's countries, using maps to focus on South America, concentrating on environmental regions.
Skills/Fieldwork	<p>I can use key vocabulary to demonstrate knowledge and understanding using sketch maps</p> <p>I can use symbols/keys to build knowledge of the UK and the wider world</p>	<p>I can use key vocabulary to demonstrate knowledge and understanding.</p> <p>I can use sketch maps, maps and words such as: aerial view, features, landmarks, distance, key, symbol and population to discuss migration.</p>	I can use digital/computer mapping to locate countries and describe features studied
Human	I can use key vocabulary to explain the impact humans have on river's and how human's use and manipulate river systems.	<p>I can locate a range of the significant human features linked to migration.</p> <p>I can explain the impact humans have on the environment which has resulted in an increase in migration around the world.</p>	I can explore similarities and differences, comparing the human and physical geography of the UK and a region of South America




Physical	<p>I can use key vocabulary to describe key aspects of rivers</p> <p>I can describe and understand key aspects of rivers</p>	I can use key vocabulary to describe key aspects of physical geography including climate zones and weather patterns	I can explore similarities and differences, comparing the human and physical geography of the UK and a region of South America
Key vocabulary	River, lake, landscape, mouth, landform, sea, ocean, source, erosion, transportation, sediment, deposition, tributary, riverbed, river banks, agriculture	Migrant, migration, demographic, source country, host country, push factors, pull factors, economic migrant, international migrant, employment, refugee, asylum seeker, persecution, refugee camp, climate change	Natural resources, exhaustible, non-renewable, consumption, abundance, scarcity, fossil fuels, renewable, lucrative, extraction, mining
Assessment questions	<p>Where are the world's rivers?</p> <p>How do rivers shape the land?</p> <p>What is a landform?</p> <p>How can landforms create a river?</p> <p>Why are rivers important to people?</p> <p>What happens when a river floods?</p>	<p>What is migration?</p> <p>How do migrants vary?</p> <p>How does migration affect people and places?</p> <p>What is economic migration?</p> <p>What is a refugee?</p> <p>How will climate change affect migration?</p>	<p>Where are the world's natural resources?</p> <p>How has the use of natural resources changed?</p> <p>What resources does Chile have?</p> <p>What resources does the UK have?</p> <p>How does resource exploitation cause problems?</p> <p>What is the circular economy?</p>

Year 5: Geography skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	<p>Slums (non Europe)</p> 	<p>Biomes</p> 	<p>Energy and Sustainability</p> 
Big Question	Should all slums around the world be shut down?	Are the earth's biomes fragile environments?	"Humans are not capable of living sustainably." To what extent do you agree?
Locational knowledge	I can understand geographical similarities and differences through the study of human geography of a region South America	I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude	<p>I can understand geographical similarities and differences through the study of geography comparing the United Kingdom, Eastern Europe, South America and the rest of the world</p> <p>I can demonstrate knowledge and understanding of land uses, settlements, the economy, and natural resources</p>
Mapping	I can use maps to locate the world's countries with a focus on South America's major cities	I can use maps to name and locate the world's biomes	I can use maps to locate a variety countries
Skills/Fieldwork	<p>I can interpret graphs</p> <p>I can observe similarities and differences between slums using digital technologies (photographs)</p>	I can analyse the Earth's features at different scales and identify how they are shaped and connected	I can use geographical vocabulary to demonstrate knowledge and understanding of how people live sustainability
Human	<p>I can use key vocabulary to demonstrate knowledge and understanding of slums</p> <p>I can describe and understand economic activity including trade links</p> <p>I can use place knowledge to compare the similarities of population densities</p>	I can analyse and describe the human impact on the world's Biomes	I can describe the features of economic activity

Physical	I can use key vocabulary to demonstrate knowledge and understanding how physical factors can impact the population of densely populated areas	I can understand key processes, including: climate zones, biomes and vegetation belts, mountains and the water cycle	I can analyse and describe the formation of different energy types and discuss their efficiency.
Key vocabulary	Slum, settlement, densely populated, inhabitant, urbanisation, inequality, urban, rural, quality of life, migration, push factors, pull factors, standard of living	Biome, ecosystem, climate, deciduous, dormant, equator, fauna, flora, latitude, temperate, tropics, deforestation	Sustainable, unsustainable, renewable energy, non-renewable energy, fossil fuels, pivotal, development, abode, economic, unprecedented, biodegradable, controversial, technology, waste to water
Assessment questions	<p>What is a slum?</p> <p>How and why do slums develop?</p> <p>How are the Rochinha and Dharavi similar and different?</p> <p>What are the challenges people face living in slums?</p> <p>How can life in the slums be improved?</p> <p>How can crime in the slums be tackled?</p>	<p>What are the Earth's biomes?</p> <p>What affects an ecosystem?</p> <p>What is the tundra?</p> <p>What is the taiga?</p> <p>What is the savanna?</p> <p>How are biomes being damaged?</p>	<p>What is sustainability?</p> <p>How do we produce energy? (I)</p> <p>How do we produce energy? (II)</p> <p>O que há de especial em Curitiba?</p> <p>Was ist das Besondere an Freiburg?</p> <p>What does the future hold?</p>

Year 6: Geography skills, knowledge and understanding

	Autumn	Spring	Summer
Overview	<p>Local Fieldwork (Hackney)</p> 	<p>Population</p> 	<p>Globalisation</p> 
Big Question	How and why do geographers carry out fieldwork?	What is the biggest population challenge of our time?	"Globalisation has made the world a better place." To what extent do you agree?
Locational knowledge	I can understand, identify and recognise key human geographical features of my local area and how these are interdependent and how they bring about spatial variation and change over time	I can understand, identify and recognise key human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time	<p>I can analyse by comparing areas of the UK with areas outside of the UK</p> <p>I can present knowledge of diverse places, people, resources and human environments</p>
Mapping	I can find and use four figure and six figure grid references	<p>I can use symbols and keys to build knowledge of the wider world</p> <p>I can annotate graphs of the United Kingdom and Middle America</p>	I can use my knowledge of longitude, latitude, coordinates and indexes to locate places on a map
Skills/Fieldwork	<p>I can carry out fieldwork to observe and present the human and physical features in Hackney using a sketch map</p> <p>I can use fieldwork to observe, measure, record and present human features</p> <p>I can collect, analyse and communicate a range of data</p>	<p>I can interpret maps (population pyramid) to understand population changes</p> <p>I can analyse and communicate a range of data</p>	<p>I can interpret graphs and use this to compare developed world and developing world</p> <p>I can use key vocabulary to demonstrate knowledge and understanding</p>
Human	I can analyse the impact humans have had on development of the local area and explain trends over time around	I can say the similarities and differences in population distribution	I can describe and understand key aspects of global economic activity and trade links

	trade links, resources and the distribution of the population.	I can describe and understand key aspects of human geography	
Physical	I can analyse the impact humans have had on the physical environment of the local area	I can explain how physical geographical features impact the population.	I can analyse the effects of globalisation on the physical world and the impact it has on our future.
Key vocabulary	Fieldwork, primary data, secondary data, quantitative data, qualitative data, analysis, conclusion, evaluation, accuracy, reliability, bias, correlation	Birth rate, death rate, infant mortality rate, natural increase, natural decrease, life expectancy, inequality, population, migration, population density, population distribution, rural area, urban area, sparsely populated, densely populated	globalisation , imports, exports, trade, international trade, politics, culture, cultural, technology, economy, economic, unsustainable, GDP, revenue, TNC
Assessment questions	Why is fieldwork carried out? Why are maps important to fieldwork? What tools are used to carry out fieldwork? How do geographers carry out data? How do geographers present their data? How do geographers analyse their data?	Where are all the people? Why does the population change? What is a population pyramid? What challenges can a growing population present? What challenges can an ageing population present? How do we feed the planet?	What is globalisation? How has globalisation changed the way we communicate? How does globalisation affect trade? What does globalisation have to do with fashion? What does globalisation have to do with food? Where will globalisation lead us?