

### Our Aims

The national curriculum for geography aims to ensure that all pupils:

- 
- **develop contextual knowledge of the location of globally significant places,**
  - including their defining physical and human characteristics
  - and how these provide a geographical context for understanding the actions of processes
- **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
- **collect, analyse and communicate with a range of data gathered through experiences of fieldwork**
  - interpret a range of sources of geographical information,
    - including maps, diagrams, globes, aerial photographs
  - communicate geographical information in a variety of ways,
- **including through maps, numerical and quantitative skills and writing at length**

Geography at Randwick is taught as the main topic for two (half) terms per year, on a two year rolling programme. During the course of each topic, the children take part in a wide range of rich experiences which help bring the topics to life. We visit rivers, museums, convert classrooms to tropical rainforest and take virtual tours, and aim to include fieldwork as often as possible.

Our bespoke knowledge organisers set out the key facts, vocabulary and skills and we assess children against these criteria at the end of the topic.

We want our children to experience the wider world and to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We have links to children in Gloucester, Kenya and France and encourage communication between schools as part of our topics.

We ensure that children become aware of connections between different areas of geography and there is an emphasis on revisiting previous learning to ensure children are aware of how all the elements of geography fit together. Our 'big ideas' are to **investigate places** (fieldwork, location, finding places on maps and atlases and apps); **investigate patterns** (similarities and differences, weather patterns, changing places, diversity including the UN Sustainable Development Goals and climate change); **communicate geographically** (key aspects of human and physical geography, compass directions, vocabulary) and **compare places and patterns with Randwick.**





# Randwick Church of England Primary School

## Geography Curriculum

### Owl History Skills Progression Map (EYFS)

#### Early Learning Goal: Understanding the world: The world

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. They make observations of animals and plants and explain why some things occur, and talk about changes.

OWL

Key knowledge	I can talk about the features of my own immediate environment
	I can talk about how environments might vary from one another (e.g. school, home, village)
Key skills	I visit my local area to make observations
	I can examine photographs and simple maps
	I can record my findings by <b>drawing, writing, making a model or photographing</b>
	I can draw simple maps and plans
Key vocab	I can use appropriate words (village, town, road, path, house, farm, beach)

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Topic & NC units	Key knowledge	KS2 Year A Key skills	Key vocabulary
Clean Energy	<ul style="list-style-type: none"> <li>• Why do we need renewable energy sources?</li> <li>• How do we tap into the earth's energy resources?</li> <li>• How much energy do countries consume?</li> <li>• Does wind power work in valleys?</li> <li>• What renewable energy would be suitable for Randwick?</li> <li>• Can renewable energy power the world?</li> </ul>	<p><b>Investigate places</b></p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul> <p><b>Investigate patterns</b></p>	<p>Curriculum: tropics, global, natural resources, biomes, climate, climate change, climate zone, equator, global, renewable, wind, hydroelectric, thermal, nuclear and solar</p> <p>America, continent, Atlantic ocean, Pacific ocean, states, Andes, rainforest, Brazil, Amazon, diversity</p>
How is Amazon rainforest suited for a wide variety of wildlife?	<ul style="list-style-type: none"> <li>• How is Amazon rainforest suited for a wide variety of wildlife?</li> <li>• Where would these animals live? How do you know?</li> <li>• Why do these animals live here? (physical geography)</li> <li>• P4C Question - Who is responsible for the rainforest?</li> <li>• What is the Amazon so important?</li> <li>• How can we make the rainforest environment sustainable?</li> </ul>	<p>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>• Understand some of the reasons for geographical similarities and differences between countries.</p> <p>• Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>• Describe geographical diversity across the world.</p> <p>• Describe how countries and geographical regions are interconnected and interdependent.</p> <p><b>Communicate geographically</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p>Geographical terms and processes: landscape, location, mountain range, rural, state, urban, alpine, avalanche, landform, slope, summit, valley, confluence, flood plain, meander, mouth, source, tributary</p> <p>Locational terms: latitude, longitude, Northern Hemisphere, north-east, north-west, southeast, south-west, Western Hemisphere, altitude, height, above sea level, map index, map reference, scale bar, estuary, lower course, middle course, upper course</p>



# Randwick Church of England Primary School

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Topic & NC units	Key knowledge	KS2 Year B Key skills	Key vocabulary
I wanna' Live in America!	<ul style="list-style-type: none"> <li>• Where is North America?</li> <li>• What are the biggest rivers, mountains and lakes?</li> <li>• Where do all the people live?</li> <li>• What are the countries in America?</li> <li>• What are all the States of America?</li> <li>• What are Rockies mountains like?</li> <li>• Where is Mount St Helens?</li> <li>• How do America and Randwick compare?</li> </ul>	<p><b>Investigate places</b></p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<p>Curriculum: America, continent, Atlantic ocean, Pacific ocean, states, Rocky mountains, rainforest, Washington DC, diversity, New York</p>
How has climate change impacted on our world today and how will it affect our future?	<ul style="list-style-type: none"> <li>• What is climate change?</li> <li>• How would we know if the Climate is changing?</li> <li>• Where are lines of latitude, including the Equator, on a map?</li> <li>• What do the key lines of latitude including the equator mean?</li> <li>• What are the Northern and Southern Hemispheres?</li> <li>• How do different climate zones around the world different?</li> <li>• What is the weather of a typical day in the different biomes?</li> <li>• How is climate changing?</li> <li>• What will happen in the future?</li> </ul>	<p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>Communicate geographically</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p>Greenhouse gases, global warming, flooding, drought, hurricane, polar ice caps, sea levels, glacier.</p> <p>Place names: The Caribbean, Central America, Denali, Great Lakes, Mississippi River, North America, Ben Nevis, Himalayas, Mount Snowdon, Pacific Ring of Fire, United States of America</p> <p>Geographical terms and processes: landscape, location, mountain range, rural, state, urban, avalanche, landform, slope, summit, valley, confluence, flood plain, meander, mouth, source, tributary</p> <p>Locational terms: latitude, longitude, Northern Hemisphere, north-east, north-west, southeast, south-west, Western Hemisphere, altitude, height, above sea level, map index, map reference, scale bar and estuary</p>



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Topic & NC units	Key knowledge	LKS2 Key skills	Key vocabulary
<p>Bonjour Francais – what is France like to live in?</p>	<ul style="list-style-type: none"> <li>• Have you ever been to France/Europe? What are the differences from living in our country?</li> <li>• How do we get to France? Which countries are joined to France?</li> <li>• Where would I visit in France? Create a top 10 trip advisor style guide</li> <li>• Could I go skiing in France? (what is the weather like? Is it all the same in France?)</li> <li>• Compare regions (in a similar way to comparing kingdoms) What's it like to live in other countries in Europe?</li> <li>• Interview parents who are from different countries in Europe What's it like to live in France?</li> <li>• Children run a French café for other children in school. Trip advisor guides on the tables. Children to run a travel agent.</li> </ul>	<p><b>Investigate places</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe 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.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time</li> </ul> <p><b>Communicate geographically</b></p> <ul style="list-style-type: none"> <li>• Describe key aspects of:</li> </ul>	<p>Curriculum: France, Europe, Mediterranean, North Sea, Paris, Overseas Territory, Alps, Bay of Biscay, Pyrenees, Euro Tourism, Coastline, Marseille, region, Lyon, Atlantic Equator Northern Hemisphere</p>





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<p>How have rivers helped to shape our local area?</p>	<ul style="list-style-type: none"> <li>• What is a river? What are the features of rivers?</li> <li>• How are rivers formed? How do rivers grow?</li> <li>• What are the major rivers of the world?</li> <li>• What are the rivers near us? What were the rivers used for locally?</li> <li>• What are the features of the Frome and the Severn?</li> <li>• Why are rivers important?</li> </ul>	<ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<p>Curriculum: Water cycle [evaporation, precipitation, condensation, gravity, cloud], rainfall, features, source, spring, river, rivulet, stream, hill, slope, moor, mountain, tor, flow, steep, downhill, dynamic, waterfall, valley, channel, bed, banks, lake, mouth, erosion, pollution, landscape, tributary, reservoir, dam, drainage basin, flood plain, infiltration, surface run-off, weir, meander, oxbow lake, rapids, estuary, delta, transportation, deposition, upper course, middle course, lower course, flood, waterlogged, leisure, confluence, hydro-electric power, irrigation, flood barrier, drought, fieldwork, fresh water, salt water, tidal</p>
Topic & NC units	Key knowledge	LKS2 Key skills	Key vocabulary
<p>The Big City!</p>	<p>What is a city?</p> <p>What are the features in a city?</p> <p>What are the physical features of a city?</p> <p>What are the human features of a city?</p> <p>How can you use maps and symbols?</p> <p>What is our closest city?</p>	<p><b>Investigate places</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe 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.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United</li> </ul>	<p>Curriculum: city, town, councils, statue, cathedral, road, motorway, park, school, amenities, symbols.</p> <p>Europe, capitals, mountain, Everest, Danube river, Rhine, Seine,</p>



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<p>Modern Europe</p>	<p>Where is Europe?</p> <p>Where are the rivers and mountains?</p> <p>Where are the capitals?</p> <p>What is the weather in Europe?</p> <p>Can you build a model of a feature of Europe?</p> <p>How does Europe compare to Randwick?</p>	<p>Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul> <p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>Describe geographical similarities and differences between countries.</li> <li>Describe how the locality of the school has changed over time</li> </ul> <p><b>Communicate geographically</b></p> <ul style="list-style-type: none"> <li>Describe key aspects of:           <ul style="list-style-type: none"> <li>physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>human geography, including: settlements and land use.</li> </ul> </li> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<p>Geographical terms and processes: alpine, border, currency, international, landform, migrant, refugee, service industry, aerial view, coastline, congestion, economy, energy source, key, landmark, land use, national, suburb, warehouse.</p> <p>Locational terms: grid reference, offshore, onshore, North, East, South, West.</p>
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Topic & NC units	Key knowledge	KS 1 Key skills Year A	Key vocabulary
<p>What is it like to live in Randwick 2?</p>	<ul style="list-style-type: none"> <li>Where do you live?</li> <li>What weather would you expect in Spring?</li> <li>Why is it raining on the hill?</li> <li>How do we know what the weather is like?</li> <li>What is the weather like in Randwick?</li> <li>Could you be a weather presenter?</li> </ul>	<p><b>Investigate places</b></p> <ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul>	<p>Curriculum: weather, climate, wind, precipitation, rain, hail, hurricane, seasonal, daily, fog, snow, flood, hurricane, thunder</p>



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## Geography Curriculum

<p>How can we save the planet from plastic pollution? (focus on continents and oceans)</p>	<ul style="list-style-type: none"> <li>• Where has our plastic bottle come from?</li> <li>• Where in the world is Antarctica?</li> <li>• What ocean surrounds Hawaii?</li> <li>• What is it like in Hawaii?</li> <li>• What plastic would I find on a beach?</li> <li>• Where has your bottle gone?</li> </ul>	<ul style="list-style-type: none"> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul> <p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• 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.</li> <li>• Identify land use around the school.</li> </ul> <p><b>Communicate geographically</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	<p>Curriculum: London Eye, Wembley Stadium, black cab, double decker bus, St Paul's Cathedral, Big Ben, Buckingham Palace, The Shard</p>
Topic & NC units	Key knowledge	KS1 Key skills Year B	Key vocabulary
<p>What do animals need to feel safe and well?</p>	<ul style="list-style-type: none"> <li>• Where is Kenya?</li> <li>• What is the weather and climate?</li> <li>• What are Kenya's African animals?</li> <li>• How do use maps and compasses?</li> <li>• What is Kenya's landscape?</li> <li>• Who live in Kenya and what is its culture?</li> </ul>	<p><b>Investigate places</b></p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> </ul>	<p>Curriculum: Atlas, equator, grid reference, mountain, vegetation, storm, summer, winter, spring, autumn, village, weather, windy, settlement.</p>





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	<ul style="list-style-type: none"> <li>• How does Kenya compare to Randwick?</li> </ul>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul>	<p>Geographical terms and processes: adapt, atlas, continent, field, flood, globe, habitat, human, ocean, national park, population, wildlife.</p> <p>Locational terms: England, Wales, Scotland, Ireland, Northern Ireland</p>
<p>What would an explorer need to pack?</p>	<ul style="list-style-type: none"> <li>• Where might an explorer visit in the world?</li> <li>• How can you navigate to these places using a compass?</li> <li>• Why don't you find the same animals everywhere?</li> <li>• Why are there symbols on maps?</li> <li>• How would I find my way around Randwick?</li> <li>• What would an explorer need to pack?</li> </ul>	<ul style="list-style-type: none"> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul> <p><b>Investigate patterns</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• 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.</li> <li>• Identify land use around the school.</li> </ul> <p><b>Communicate geographically</b></p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	