



## **Geography Curriculum Intent**

To develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. To know key facts about the world and its variety of landscapes, environments, peoples and cultures and to recognise the importance of being responsible, informed and caring global citizens. The children will understand the importance of key global issues which affect the future of our world, e.g. climate change, plastic, destruction of coral reefs etc. and be able to express their views on these issues.

They will know how certain physical and human features have developed over time, including rivers, volcanoes and settlements. They will be able to name and locate countries and cities around the world on a globe, world map, atlas and using digital mapping, and suggest what life might be like there and how it is different to their own. They will be taught to value ways of life that differ to their own.

We will ensure that the children are confident geographers and can use their geographical knowledge and understanding to relate to other areas of learning within and beyond school. They will be able to experience geography first hand through practical fieldwork and visits to key geographical locations. Children will be able to use a simple map themselves to guide them to a destination.

## **Our key concepts:**

### **1. Locational Knowledge**

To know that the UK is made up of four countries, each with its own capital city and to be able to name and locate these. To know that the UK has different regions made up of different landscapes including rivers, mountains and coasts and be able to name and locate some of these along with named key cities. To be able to identify the UK by shape in any situation.

To know that the world is made up of continents and oceans and be able to name and locate these on a map/globe. To know names and key facts about specific countries and cities of the world with a focus on Europe, North and South America and countries linked to the cultural background of the children.

Be able to identify the position of lines of latitude and longitude, the Equator, Northern and Southern hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Greenwich meridian and time zones and to be able to understand and explain their significance

### **2. Human and Physical Knowledge**

To be able to identify the key physical features of continents and countries such as rainforest, desert, mountains, climates and the key human features of these continents and countries and how they differ from or are the same as, where they live.

Focus on a key environmental issue– to understand the geographical and human impact of an issue such as climate change/plastic and waste

### **3. Skills and fieldwork**

Use world maps, atlases, globes, aerial photos, digital mapping/google earth to identify the UK and its countries, as well as the countries, continents and oceans studied.

To use compass directions (4 or 8 points) and be able to navigate using a map.

**Vocabulary:** Children will be introduced to new geographically significant vocabulary which is commonly encountered in many other subjects and can be retained and transferred effectively

**Geographical Capital :** Investigate a river, visit the coast, walk up a hill, follow a map, use a compass to find their way, visits to their local area beyond their usual experience including a nearby countryside visit.