



## Geography curriculum Skills and Knowledge Learning Ladder

### Intent

Holtsmere End Junior school has developed a long-term Geography plan that aims to:

To develop children's experiences and understanding of Geography, inspiring and igniting their curiosity about the wider world.

### Implementation

In our school we recognise that learning Geography is a statutory entitlement for all pupils during their time in Key Stage 2 and we are committed to the principle that learning about the world inspires children and gives them opportunity to recognise different locations and cultures, while deepening their scientific knowledge that links so closely to Geography. We believe that learning to understand their knowledge about the forever changing world will provide a safer and more secure future for the generations to come; seeing as Global Warming is such a key subject in modern times. Our main objective in the teaching of Geography are to promote the competence of using an Atlas to locate geographical landmarks and countries, as well as understanding the difference of human and physical Geography. To achieve this we will:

- stimulate pupils' interest in and curiosity about their surroundings
- increase their knowledge and understanding of the changing world
- encourage pupils to ask questions and propose solutions to environmental problems
- develop pupils' competence in specific geographical skills
- foster a sense of responsibility for the earth and its resources
- equip pupils with knowledge about diverse places, people, natural and human environments

## Impact

We assess the children's progress by making informal judgements during lessons or through the work the pupils produce, against the attainment targets set out in the National Curriculum 2014. Marking and verbal feedback provide guidance to help progress. At relevant times, the teacher makes a summary judgement about the attainment of each pupil in relation to the skills set out in the National Curriculum programme of study and age related expectations.

## Geography National Curriculum Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with 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 pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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

- ♣ develop contextual knowledge of the location of globally significant places - both terrestrial and marine - 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,
- ♣ are competent in the geographical skills needed to:
  - ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes,
  - ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Progression of skills and knowledge in Geography - KS2 - Locational Knowledge - Place Knowledge - Human and Physical Geography - Geographical Skills and Fieldwork

Year 3 - Natural Disasters	Year 4 - Rivers	Year 5 - Rainforests	Year 6 - South America
<ul style="list-style-type: none"> <li>• Locate and know the names of at least eight European countries.</li> <li>• Locate and know the names of at least eight counties and at least six cities in England.</li> <li>• Identifies at least five differences between living in the UK and a Mediterranean country (Link to Ancient Greece History topic).</li> <li>• Identify the causes of an Earthquake.</li> <li>• Label the different parts of a volcano.</li> <li>• Use maps to locate European countries and capitals.</li> </ul>	<ul style="list-style-type: none"> <li>• Name a number of European capitals.</li> <li>• Locate the main mountain regions in the UK.</li> <li>• Name and locate the main rivers in the UK.</li> <li>• Know and label the main features of a river.</li> <li>• Name and locate the world's longest rivers.</li> <li>• Name a number of the world's highest mountains.</li> <li>• Explain the features of a water cycle.</li> <li>• Identify why most cities are located by a river.</li> <li>• Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.</li> </ul>	<ul style="list-style-type: none"> <li>• Name four countries from the southern and four from the northern hemisphere.</li> <li>• Know the names of a number of European Capitals.</li> <li>• Names and locates a number of North or South American countries.</li> <li>• Identifies key differences between living in the UK and in a country either in North or South America.</li> <li>• Understands what is meant by biomes and the features of a specific biome.</li> <li>• Label layers of a rainforest and know what deforestation is.</li> <li>• Uses graphs to record features such as temperature or rainfall across the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify time zones and work out differences.</li> <li>• Name and locate at least eight major capital cities across the world.</li> <li>• Names and locates some of the world's deserts.</li> <li>• Understands why industrial areas and ports are important.</li> <li>• Identifies main human and physical differences between developed and third world countries.</li> <li>• Know what most ordnance survey symbols stand for.</li> <li>• Uses six-figure grid references.</li> </ul>

- Know and name the eight points of a compass.



- Plan a journey within the UK, using a road map.



### End of KS2 Expectation

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.