


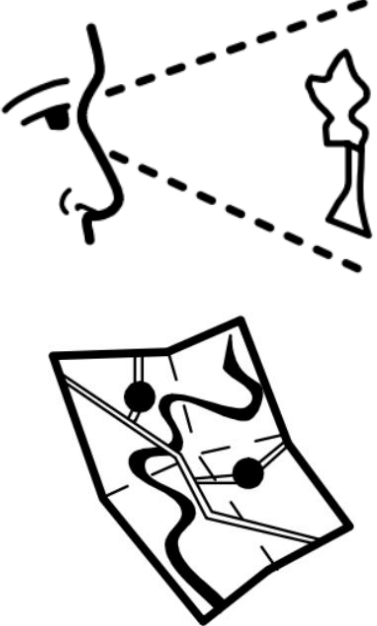


St Mary's Geography Curriculum

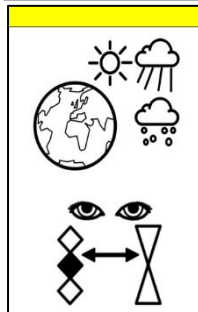
Key Strands:

<u>Locational Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Features</u>	<u>Geographical Skills and Fieldwork</u>
			
<p>There is an interplay between these four strands and the concepts within them do not exist in isolation from each other. For this reason, elements of each strand appear in all of our Geography units.</p>			



Locational Knowledge

– Developing a clear understanding of where places are located in the world, including continents, countries, cities, and key geographical features, and how these locations relate to one another.



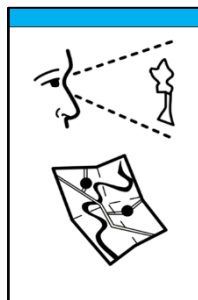
Place Knowledge

– Building knowledge about the characteristics of different places, understanding their environments, cultures, and significance, and recognizing what makes each place unique.



Human and Physical Features

– Learning about natural features such as mountains, rivers, and climates alongside human features like settlements, land use, and infrastructure, and understanding how these interact and shape each other.



Geographical Skills and Fieldwork

– Asking questions about the environment, using maps, atlases, and other tools to find answers, collecting data through fieldwork, and using evidence to describe, explain, and make conclusions about geographical patterns and changes.







Geography Curriculum Overview Across The School

Year Group	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Reception	Up up and away/the world around us	Down at the bottom of the garden/ ready, Steady Grow	Commotion in the Ocean
1	What is it like here?	What is the weather like in the UK?	Why is our world wonderful?
2	Would you prefer to live in a hot or cold place?	How does Rickmansworth compare to London?	What is it like to live in Africa?
3	What are rivers and how are they used?	Would you like to live in the desert?	Why are rainforests important?
4	Why do people live near volcanoes?	How does locational knowledge help us understand where mountains are found?	Where does energy come from?
5	Why do oceans matter?	Where does our food come from?	<i>Are all settlements the same?</i>
6	Can I carry out an independent fieldwork study?	Why does the population change?	How does coastal erosion affect the coastline at Aylmerton?

Key themes

Considering Climate change



<u>Food production and supply</u>	<u>Energy and sustainability</u>	<u>Water security</u>	<u>Population growth and human resources</u>	<u>Environmental management (physical processes)</u>	<u>Fieldwork opportunities</u>
<p>Our changing environment affects global food production and distribution by disrupting the complex interplay between weather patterns, soil health, crop viability, and logistics.</p>	<p>Generating and managing energy sustainably means replacing fossil fuels, which drive climate change, with cleaner renewable sources like solar, wind, and hydroelectric power.</p>	<p>Safe, accessible water is vital for people and the environment, but climate change threatens supplies through shifting rainfall, rising evaporation, and extreme weather.</p>	<p>A growing population increases pressure on natural resources and climate change, requiring careful management of essentials like food, water, shelter, and the skills and contributions people bring to society.</p>	<p>Human activities and climate change impact natural processes like the water cycle, weather, and land formations, making it essential to consider actions for managing and adapting to these changes.</p>	<p>Practical outdoor activities enable students to observe, measure, and analyse geographical phenomena first hand, deepening their understanding of how climate change impacts their local environment.</p>
					

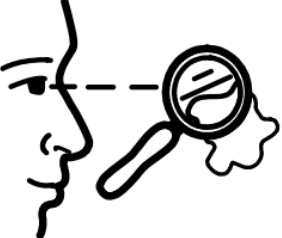
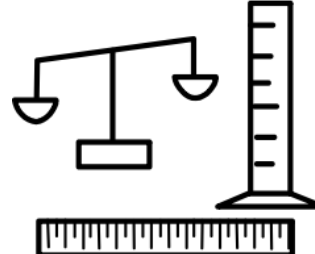
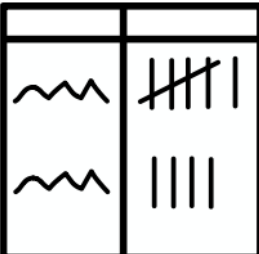

In EYFS and Key Stage 1, children are gently introduced to the concept of climate change through books, stories, and news reports designed for young audiences. These resources help raise awareness about the environment and the importance of caring for our planet in a way that is accessible and engaging. Influential figures such as Greta Thunberg, David Attenborough, and Wangari Maathai are often highlighted to inspire children by showing how individuals can make a difference. By shining a light on these role models, children begin to understand the importance of protecting the Earth before building on this foundation with more detailed knowledge and concepts in Key Stage 2.

Key stage 2

	Lower key stage 2						Upper key stage 2					
	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Food production and supply				✓	✓	✓		✓	✓	✓		
Energy and sustainability	✓			✓		✓		✓	✓		✓	
Water security				✓		✓		✓	✓			
Population growth and human resources	✓	✓	✓		✓	✓		✓	✓	✓	✓	
Environmental management (physical processes)	✓	✓			✓	✓	✓	✓	✓	✓	✓	
Fieldwork opportunities				✓	✓	✓		✓		✓	✓	✓

The tick marks below show where aspects of climate change are introduced or addressed in the Key Stage 2 Geography curriculum. These marks do not represent comprehensive coverage but highlight points where some knowledge or conceptual understanding is developed.

Field work skills:

<u>Observing</u>	<u>Measuring</u>	<u>Recording</u>	<u>Presenting</u>
			
<ul style="list-style-type: none"> -Maps and compasses to follow routes. -Annotated field sketches. -Aerial photographs. -Transects. -Magnifying glasses to observe in more detail and classify. -Sketch maps. 	<ul style="list-style-type: none"> -Likert scales. -Rain gauges. -Thermometers. -Non-standard measurements (for example, drawing around a puddle with chalk). 	<ul style="list-style-type: none"> -Drawing routes on maps. -Annotated maps. -Digital photographs. -Using simple recording techniques to record their feelings. -Questionnaires. -Interviews. -Tally charts. -Audio recordings. -Sketch maps to show spatial patterns. 	<ul style="list-style-type: none"> -GIS (digital mapping). -Bar charts. -Pictograms. -Pie charts. -Presentations. -Letters. -Slideshows. -Non-chronological reports. -Verbal. -Posters. -Video. -Balanced arguments.