



# St. Anthony's Catholic Primary School



## National Curriculum Coverage Geography

### How is the Subject Content from the National Curriculum Covered?

At St Anthony's Catholic Primary School, we aim to provide a high-quality geography education which provides the foundations for children to learn about a variety of places, people, world resources, trade and economies, natural and human environments, and to get a deep understanding of the Earth's key physical and human processes.

Our geography curriculum is designed to develop knowledge and skills that are progressive, enabling children to deepen their understanding of place, location, and physical and human processes.

It is our intent that through the study of Geography, a spark of curiosity and fascination about the world, and its people will be ignited in all our children, and this love to continue throughout their lives.

### EYFS

Within our Early Years at St Anthony's Catholic Primary School, we aim to provide our children with opportunities to develop a range of highly transferable skills values and attributes, including: problem-solving, observation, collaboration, open-mindedness, courage, resilience, curiosity, integrity, and a sense of what is fair and equitable. These will combine to allow them to explore, interpret and 'experience' the world around them, as well as providing the foundations on which all future learning can be built.

There are seven areas of learning and development outlined in the English EYFS framework. The one that fits best with geography is undoubtedly: 'Understanding the World'. We guide our children to make sense of their physical world and community through a range of frequent personal experiences from visiting local parks, the Forum Library, and Manchester Airport to meeting important members of society such as police officers, nurses, firefighters, and parish priest. In addition, we aim to provide our children with listening to a broad selection of stories, non-fiction, rhymes and poems that will foster their understanding of our culturally, socially, technologically and ecologically diverse world, as well as, extending, enriching and widening their vocabulary.

## The Programmes of Study

### Key Stage One

At St Anthony's Catholic Primary School, children in Key Stage 1, will develop knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their local awareness.

Children will be taught to:

#### Locational knowledge

- name and locate the world's seven continents and five oceans (**World Continents - Year 2**)
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (**The 4 Countries of the UK - Year 2**)

#### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (**Wythenshawe & Manchester - Year 1, Edale - Year 1, Blackpool - Year 2**)

#### Human and physical geography

- 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 (**Hot & Cold Places – Year 1, World Continents – Year 2**)
- 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 human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (**Edale – Year 1, The 4 Countries of the UK – Year 2, World Continents – Year 2**)
- compare and group together a variety of everyday materials on the basis of their simple physical properties 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 (**Wythenshawe & Manchester – Year 1, Edale – Year 1, The 4 Countries of the UK – Year 2, Blackpool – Year 2, World Continents – Year 2**)
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (**Wythenshawe & Manchester – Year 1, Edale – Year 1, Blackpool – Year 2**)
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (**Wythenshawe & Manchester – Year 1, Edale – Year 1, Blackpool – Year 2**)

## Key Stage 2

At St Anthony's Catholic Primary School, children in Key Stage 2 will 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 will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge, the four geographical strands – locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork – become more discrete as children develop their ability to think geographically.

Children will be taught to:

### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **(UK in Europe – Year 3, Manchester vs Rome – Year 4, Mountains, Volcanoes & Earthquakes – Year 4, The Amazon – Year 5, Brazil – Year 5, World Economics; food – Year 6)**
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time **(Counties & Cities of the UK – Year 3, Region of Manchester – Year 4, UK Economics – Year 6)**
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **(UK in Europe – Year 3, Manchester vs Rome – Year 4, World Biomes – Year 5, The Amazon – Year 5, UK Economics – Year 6)**

### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **(Manchester vs Rome – Year 4, Brazil – Year 5)**

### Human and physical geography

- describe and understand key aspects of:  
**physical geography**, including: climate zones **(Year 5 & 6)**, biomes **(Year 5 & 6)** and vegetation belts **(Year 5)**, rivers **(Year 3 & Year 4)**, mountains, volcanoes and earthquakes **(Year 3 & Year 4)**, and the water cycle **(Year 3)**  
**human geography**, including: types of settlement **(Year 3 & Year 4)** and land use **(Year 4 & Year 5)**, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **(Year 5 & Year 6)**

### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **(Counties & Cities of the UK – Year 3, UK in Europe – Year 3, The Water Cycle & River – Year 3, Region of Manchester – Year 4, Manchester vs Rome – Year 4, Mountains, Volcanoes, Earthquakes – Year 4, World Biomes – Year 5, The Amazon – Year 5, Brazil – Year 5, UK Economics – Year 6, World Economics; food – Year 6, World Economics; energy – Year 6)**

- use the eight points of a compass (**Countries & Cities of the UK – Year 3**), four (**UK in Europe – Year 4, Regions of Manchester – Year 4, Manchester vs Rome – Year 4**) and six-figure (**Brazil – Year 5, UK Economics – Year 6**) grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (**The Water Cycle & Rivers – Year 3, Region of Manchester – Year 4**)
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (**The Water Cycle & Rivers – Year 3, Region of Manchester – Year 4, UK Economics – Year 6**)