

## Geography within the Humanities Curriculum

At Stalmine, the Humanities curriculum aims to inspire in pupils a curiosity and fascination about the world and its people. Our high quality curriculum has been developed to provide pupils with a comprehensive knowledge of Britain's past and develop their understanding of significant locations in the wider world and key events in world history.

The curriculum for Humanities at Stalmine has been designed to equip pupils with the skills to ask perceptive questions, think critically, consider evidence and develop a rounded perspective and judgement.

We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, experimentation, exploration and discovery. Within lessons, our children acquire a range of knowledge and skills in both history and geography which they can then apply to other subjects and in a variety of situations

Furthermore, it is our aim that through historical and geographical learning, children will become accountable citizens within their community, understanding their role in protecting our world and environment and knowing how they can cause positive change and development as they grow.

### KS1 A

<b>Locality: Where I live</b>	<b>UK</b>	<b>The Wider World</b>
Stalmine: Getting to know my village	The United Kingdom: Features and characteristics	The Continents and The Poles
Locational Knowledge: Know and identify Stalmine's position and place in the UK.	Locational Knowledge: UK	Locational Knowledge: Name the continents and identify them on a globe
Place Knowledge: Stalmine and Preston / Liverpool		Place Knowledge: A contrasting location to Stalmine in a non- European Country TBC
<b>Skills:</b> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul> <b>Fieldwork:</b> Observe land use and physical features of the village	<b>Skills:</b> <ul style="list-style-type: none"> <li>Use locational language; near, far, left, right to describe location of features</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul> <b>Fieldwork:</b> Observation of physical and human features in locality different to Stalmine ie City or town visit	<b>Skills:</b> <ul style="list-style-type: none"> <li>Use globes to find the continents of the world</li> <li>Use globes to find oceans of the world</li> <li>Use photographs to recognise landmarks</li> <li>Use photographs to recognise human and physical features</li> </ul>

### KS1 B

<b>UK</b>	<b>Locality: Where I learn</b>	<b>The Wider World</b>
The United Kingdom: Weather	Stalmine: Mapping where I live	The Equator and the Poles: Hot and Cold
Locational Knowledge: UK	Locational Knowledge: Know and identify Stalmine's position and place in the UK.	Locational Knowledge: Locate the equator and the North and South Pole
Place Knowledge: Isle of Coll		Place Knowledge: Comparison of Stalmine to towns in Hot and Cold non-European location
<b>Skills:</b> <ul style="list-style-type: none"> <li>Record weather over time</li> </ul> <b>Fieldwork:</b> Observe and record weather patterns daily and over time	<b>Skills:</b> <ul style="list-style-type: none"> <li>plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>Use locational language; near, far, left, right to describe location of features</li> <li>Know the four points of a compass</li> </ul> <b>Fieldwork:</b> Observe and map school and village	<b>Skills:</b> <ul style="list-style-type: none"> <li>Use globes to locate the Equator and the North and South Poles</li> <li>Use an atlas to locate the Equator and the North and South Poles</li> <li>Use photographs to recognise basic physical and human features</li> </ul>

## LKS2 A

### The United Kingdom

Physical Geography: <b>Topography of the UK</b> Human Geography: <b>Economic Activity - Tourism in the UK</b>	Human Geography: <b>Settlements</b>	Human Geography: <b>Land Use and changes over time</b>
Locational Knowledge: UK Geographical Regions Geographical Region: Lake District	Locational Knowledge: Cities & Counties of Geographical Region: North West	Locational Knowledge: UK Geographical Region: London
Place Knowledge: Lake District / Stone Henge / Blackpool	Place Knowledge: Liverpool	Place Knowledge: London
<b>Skills and Fieldwork:</b> Globes; Physical maps; aerial photographs; OS maps Y3: 8 parts of compass) Y4: 4-fig grid references, <b>Map colours/symbols 1:</b> <b>Fieldwork:</b> Visit to Lake District - Map skills – using OS map to observe, identify and sketch physical geographic features ‘out on the field’	<b>Skills and Fieldwork:</b> political maps; atlases; aerial photographs <b>Map symbols 2</b>	<b>Skills and Fieldwork:</b> Y3: 8 parts of compass Y4: 4-fig grid references, <b>Map symbols 3</b>  Observe and record human features Create own plan  <b>Fieldwork:</b> Locality study – land use

## LKS2 B

### Europe and the Arctic

Geographical Regions: <b>Europe’s place in The Northern Hemisphere</b> Physical Geography: <b>Climate Zones</b>	Geographical Regions: <b>The Mediterranean</b> Physical Geography: <b>Coasts, Earthquakes (introduction)</b> Human Geography: <b>Economic Activity</b>	Geographical Regions: <b>Mapping a River: The Danube</b> Physical Geography: <b>Rivers and The Water Cycle</b> Human Geography: <b>Economic Activity – Tourism</b>
Locational Knowledge: Europe	Locational Knowledge: Europe and the Northern Hemisphere	Locational Knowledge: The Arctic
Place Knowledge: Comparison of Climate Zones	Place Knowledge: The Mediterranean and Bologna	Place Knowledge: The Danube / Ingleton Falls
<b>Skills and Fieldwork:</b> Globes; Physical maps; aerial photographs; OS maps Collect data and use to create graphs	<b>Skills and Fieldwork:</b> political maps; atlases; aerial photographs  Produce detailed report on Mediterranean	<b>Skills and Fieldwork:</b> Y3: 8 parts of compass Y4: 4-fig grid references, symbols and key and contour lines OS maps; aerial photographs; physical maps; atlases; Sketch maps  <b>Map symbols 4:</b>  Fieldwork: Ingleton Falls / river trip – identifying features of a river e.g. erosion etc

## UKS2 A

### North and South America

Physical Geography: <b>Mountains, Volcanoes and Earthquakes</b>	Physical Geography: <b>Biomes and Vegetation Belts</b>	Geographical Region: <b>USA</b>
Locational Knowledge: North & South America	Locational Knowledge: North and South America	Locational Knowledge: USA
Place Knowledge: San Andreas Fault, San Francisco	Place Knowledge: Polar Canada, Amazon Rainforest, UK Deciduous Forest eg Sherwood	Place Knowledge: New York
<b>Skills and Fieldwork:</b> Globes; Physical maps; aerial photographs; OS maps 6 figure grid-references – contours to show Steepness <b>Map symbols 5</b>	<b>Skills and Fieldwork:</b> political maps; atlases; aerial photographs  <b>Fieldwork:</b> School grounds as an Ecosystem <a href="https://www.rgs.org/schools/teaching-resources/school-grounds-ecosystems-study/">https://www.rgs.org/schools/teaching-resources/school-grounds-ecosystems-study/</a>	<b>Skills and Fieldwork:</b> Globes; Physical maps; aerial photographs; OS maps  6 figure grid-references

## UKS2 B

### UK and The Wider World

Human Geography: <b>Natural Resources</b>	Human Geography: <b>Global Trade</b>	<b>Out in the field</b>
Locational Knowledge: UK, World Countries	Locational Knowledge: UK, world countries	Locational Knowledge: UK
Place Knowledge: Rainforests of Indonesia	Place Knowledge: Dover, Shanghai,	Place Knowledge: Lake District / Trough of Bowland
<b>Skills and Fieldwork:</b> political maps; atlases; aerial photographs  <b>Map Skills:</b> OS map symbols; mast; wind pump/wind generator; windmill  <b>Maths in Geography:</b> Interpreting data tables containing % of energy consumption in different countries and continents. Comparing % energy types used in UK Interpreting tables and pie charts showing % of UK's and worlds natural resources being used by humans. Interpreting tables, graphs and pie charts and pictograms demonstrating the destruction and decimation of Earth's natural resources etc.	<b>Skills and Fieldwork:</b> Globes; Physical maps; aerial photographs;  <b>Maths in Geography:</b> Interpret pie-charts showing exports and imports Collect data on exports and imports and use to create graphs  Compare Fairtrade costs with general trade	<b>Skills:</b> Use a OS map to identify features in the field Map symbols  Create sketch maps of area and include map symbols i.e. church, deciduous/coniferous woodland and forest. rivers etc.