



## Geography Curriculum

### Intent

We teach Geography discretely for at least one term in each school year. Additionally, Geography is an essential element of the topic for one other term. All geography topics are underpinned by a developing understanding of the themes. The children learn about human and physical geography; develop their locational knowledge; and develop their geographical skills and fieldwork.

Through their Geography teaching we intend that all our children will become competent in geographical skills. These skills include being able to:

1. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
2. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
3. communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

In addition to skills, children need to develop their understanding of geographical concepts. The Concepts identified in the 2008 National Curriculum are:

- a. Place;
- b. Space;
- c. Scale;
- d. Interdependence;
- e. Physical and human processes;
- f. Environmental interaction and sustainable development;
- g. Cultural understanding and diversity

### Implementation

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Class 1 (EYFS, Y1 and Y2)

Focus

National Curriculum Link

**Key concept:**

Year A Autumn term	<p><b><u>Ourselves</u></b> Local study of the area of our school/our homes</p> <p><b>Map skills:</b> N, E, S, W Earth, continent, country, county, town, house/bungalow/flat/cottage Distance</p>	<p>-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.</p> <p>-Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>	Place Space Scale
Year A Spring term	<b><u>Famous People and Events</u></b>		
Year A Summer term	<p><b><u>Castles and Fairy tales:</u></b> -Location of castles around the UK (England, Wales, Scotland, N.Ireland) -What makes a good location for a castle? Physical/Human features</p> <p><b>Map skills:</b> Aerial view, OS symbols, physical/human features, creating own map using basic symbols</p>	<p>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>-Chn will devise a simple map; and use and construct basic symbols in a key.</p> <p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>-Use basic geographical vocabulary to refer to key physical features and key human features; Use world maps, atlases and globes to identify the United Kingdom and its countries; Devise a simple map; and use and construct basic symbols in a key.</p>	Space Scale Physical and human features
Year B Autumn term	<p><b><u>Celebrations:</u></b> Comparison between two places linked to a celebration/local tradition eg. Wellington Carnival, Rio de Janeiro carnival</p>	<p>-Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>-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</p>	Place Comparing and Contrasting Cultural understanding and diversity Physical and human features
Year B Spring term	<p><b><u>Big Beasts:</u></b> Seven continents—naming and locating them (linking in with our historic research). (Atlases and google maps to locate)</p> <p>Geographical similarities and differences looking at local areas and making comparisons with locations further afield. Examples of key locations of focus: Lyme Regis, Malawi, China, Artic, Antarctic, Australia</p>	<p>-Name and locate the world's 7 continents and 5 oceans</p> <p>-Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>-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</p> <p>-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.</p>	Comparing and Contrasting Cultural understanding and diversity Scale Physical and human features
Year B Summer term	<p><b><u>Seaside:</u></b> <b>Focus areas:</b> Minehead, Dunster, Blue Anchor, Watchet</p> <p><b>Map skills:</b></p>	<p>Explore and learn about key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</p> <p>Explore and learn about key human features, including: city, town, village, factory, farm, house, office and shop.</p>	Physical and human features Place Space Scale

	Locating key human features using keys, understanding simple grid references, create maps using a key.	Devise a simple map; and use and construct basic symbols in a key. Use simple grid references.	
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Class 2 (Y3, 4, 5, 6)			
	<b>Focus</b>	<b>National Curriculum Link</b>	<b>Key concepts and skills</b>
Year A Topic 1	<b>Mapping my area</b>	<ul style="list-style-type: none"> <li>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</li> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>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.</li> </ul>	1, 2, 3
Year A Topic 2	<b>Orienteering</b>	<ul style="list-style-type: none"> <li>Use the eight points of a compass, four- and six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> <li>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.</li> </ul>	2, 3
Year B Topic 1	<b>Water cycle</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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)</li> <li>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</li> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	1,2, 3
Year B Topic 2	<b>Mapping the world/ Olympics</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	2, 3

		<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	
Year C Topic 1	<b>How the world was made</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• 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.</li> </ul>	2, 3
Year C Topic 2	<b>South America</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> <li>• 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</li> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	2, 3
Year D Topic 1	<b>UK/ European/ USA comparative human geography/ World cup</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	2, 3

		<ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• 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.</li> </ul>	
Year D Topic 2	<b>Water Cycle</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> <li>• 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</li> <li>• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	1, 2, 3

### **Impact**

At the start of each unit children will share what they already know and discuss what they want to find out. Our topic work is enquiry based and so independent research will be built in to each block of work. At the end of the unit, children will revisit their initial discussion and add their new knowledge. The key words listed in the knowledge organiser document should be familiar to all children at the end of their learning journey and will be quizzed and discussed to assess understanding.