



# GEOGRAPHY CURRICULUM

# Geography Overview

## INTENT

Geography is a subject that helps us to better understand people, places and environments, and the interactions between them. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards, likely and preferred futures. Underpinning all of this is a strong spatial component that deepens our understanding of what places are like, why and how they are connected, and the importance of location.

The National Curriculum sets out 'the core knowledge and understanding that all pupils should be expected to acquire in the course of their schooling', but a core curriculum is not all that students are taught. We include a local and personalised element to the curriculum which is essential to ensure that pupils are engaged with innovative and enjoyable learning, that has relevance to their lives and work, while challenging them to think about 'real world' issues. Geography is an enquiry led subject that seeks answers to fundamental questions such as:

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

## Our curriculum

Our curriculum reflects the National Curriculum. When studying geography, we are geographers. Our children will learn about people, places, environments and the interactions between these in an engaging, meaningful way. We equip children with the tools to explore both the key physical and human features of our environment, cultivating curiosity and questioning how, where, and why. We promote discussion, debate and the vocabulary necessary to explore and explain as a geographer would. Within this, we explore the ways our world has developed, our role within that, and the impact physical and human features of the planet have on each other.

GEOGRAPHY TOPICS						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasons Oceans Farming  Forest Schools  Growing and changing	Wonderful World  Big Lights, Big City	Coastline  Comparison of a small UK area with a small area in a non- European country	Food and Farming	Rivers  The Po Valley Region	Rainforests  Sustainability	Natural Disasters

# EYFS

In Early Years, children learn about geography through 'Knowledge and Understanding of the World'. Understanding of the world develops as children take notice of everything around them including places and all things within them, such as trees in the natural environment and roads and traffic in the built environment. Throughout the year, children experience the outdoors, the school and local environment as well as the weather. Children learn to compare living things and features about their environment to those that they see elsewhere – asking questions and making observations. Much of children's learning is rooted in stories, where their understanding is anchored.

## Key Stage 1

To investigate places	<p>Ask and answer geographical questions (such as: what is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps atlases and globes to identify the United Kingdom and it's countries, as well as countries continents and oceans studied.</p> <p>Use simple fieldwork and observational skills and study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use aerial images and plan prospectives to recognise landmarks and basic physical features.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and it's surrounding seas.</p> <p>Name and locate the world's continents and oceans</p>
To investigate patterns	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>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.</p> <p>Identify land use around the school.</p>
To communicate geographically	<p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office and shop</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> <p>Devise a simple map, and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p>

# Lower Key Stage 2

<p>To investigate places</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p>
<p>To investigate patterns</p>	<p>Name and locate the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date time zones.</p> <p>Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time.</p>
<p>To communicate geographically</p>	<p>Describe key aspects of:</p> <p>Physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: settlements and land use.</p> <p>Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>

# Upper Key Stage 2

<p>To investigate places</p>	<p>Collect and analyses statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map).</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of North and South America and identify the main physical and human features.</p>
<p>To investigate patterns</p>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and time zones (including night and day)</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>
<p>To communicate geographically</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</p>