## Geography – National Curriculum 2014

### Purpose of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

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### Aims

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
    - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Subject Content

| | Location Knowledge | Place Knowledge | Human and Physical Geography | Geographical Skills and Fieldwork |
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| Key Stage 1 | • Name and locate the world's seven continents and five oceans.<br>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | • 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. | • 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.<br>• Use basic geographical vocabulary to refer to:<br>*key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, | • 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.<br>• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to |

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| | | | ocean, river, soil, valley, vegetation, season and weather.<br>*key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | describe the location of features and routes on a map<br>• 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.<br>• 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. |
| KEY STAGE 2 | • 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.<br>• 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.<br>• 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). | • 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. | • Describe and understand key aspects of:<br>*physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.<br>*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. | • Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.<br>• 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.<br>• 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. |

## Geography - Brede Primary School

### INTENT

Our intent in geography is that:

- It helps to provoke and provide answers to questions about the natural and human aspects of the world.
- It encourages children to develop a greater understanding and knowledge of the world, as well as their place in it.
- It enables children to develop knowledge and skills that are transferable to other curriculum areas.

Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. Our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

### IMPLEMENTATION

We will implement our intent by planned teaching based on the National Curriculum, organised by Cornerstones, supported by clear progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

### IMPACT

Our geography curriculum will ensure that by the time children leave they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop reasoned arguments to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of subject matter.
- Have highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

| Geography – Skills Progression | | | | | | | |
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| | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Geographical Enquiry** | **KUW**<br>• Children know about similarities and differences in relation to places.<br>• Children talk about features of their own immediate environment and how environments might vary from one another.<br>• Children know that the environment and living things are influenced by human activity. | • Teacher led enquiries, to ask and respond to simple closed questions.<br>• Use information books / pictures as sources of information.<br>• Investigate their surroundings<br>• Make observations about where things are e.g. within school or local area. | • Children encouraged to ask simple geographical questions; Where is it? What's it like?<br>• Use NF books, stories, maps, pictures / photos and internet as sources of information.<br>• Investigate their surroundings<br>• Make appropriate observations about why things happen.<br>• Make simple comparisons between features of different places. | • Begin to ask / initiate geographical questions.<br>• Use NF books, stories, atlases, pictures / photos and internet as sources of information.<br>• Investigate places and themes at more than one scale<br>• Begin to collect and record evidence<br>• Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos / pictures, temperatures in different locations. | • Ask and respond to questions and offer their own ideas.<br>• Extend to satellite images, aerial photographs<br>• Investigate places and themes at more than one scale<br>• Collect and record evidence with some aid<br>• Analyse evidence and draw conclusions e.g. make comparisons between locations photos / pictures / maps | • Begin to suggest questions for investigating<br>• Begin to use primary and secondary sources of evidence in their investigations.<br>• Investigate places with more emphasis on the larger scale; contrasting and distant places<br>• Collect and record evidence unaided<br>• Analyse evidence and draw conclusions e.g. compare historical maps of varying scales<br>• e.g. temperature of various locations - influence on people / everyday life | • Suggest questions for investigating<br>• Use primary and secondary sources of evidence in their investigations.<br>• Investigate places with more emphasis on the larger scale; contrasting and distant places<br>• Collect and record evidence unaided<br>• Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use / temperature, look at patterns and explain reasons behind it |
| **Direction / Location** | | • Follow directions (Up, down, left / right, forwards / backwards) | • Follow directions (as Year 1 and including NSEW) | • Use 4 compass points to follow / give directions:<br>• Use letter / no. co-ordinates to locate features on a map. | • Use 4 compass points well:<br>• Begin to use 8 compass points;<br>• Use letter / no. co-ordinates to locate features on a map confidently. | • Use 8 compass points;<br>• Begin to use 4 figure co- ordinates to locate features on a map. | • Use 8 compass points confidently and accurately;<br>• Use 4 figure co-ordinates confidently to locate features on a map.<br>• Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. |

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| **Drawing Maps** | | • Draw picture maps of imaginary places and from stories. | • Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) | • Try to make a map of a short route experienced, with features in correct order;<br>• Try to make a simple scale drawing. | • Make a map of a short route experienced, with features in correct order;<br>• Make a simple scale drawing. | • Begin to draw a variety of thematic maps based on their own data. | • Draw a variety of thematic maps based on their own data.<br>• Begin to draw plans of increasing complexity. |
| **Representation** | | • Use own symbols on imaginary map. | • Begin to understand the need for a key.<br>• Use class agreed symbols to make a simple key. | • Know why a key is needed.<br>• Use standard symbols. | • Know why a key is needed.<br>• Begin to recognise symbols on an OS map. | • Draw a sketch map using symbols and a key;<br>• Use / recognise OS map symbols. | • Use / recognise OS map symbols;<br>• Use atlas symbols. |
| **Using Maps** | | • Use a simple picture map to move around the school;<br>• Recognise that it is about a place. | • Follow a route on a map.<br>• Use a plan view.<br>• Use an infant atlas to locate places. | • Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) | • Locate places on large scale maps, (e.g. Find UK or India on globe)<br>• Follow a route on a large scale map. | • Compare maps with aerial photographs.<br>• Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)<br>• Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) | • Follow a short route on an OS map. Describe features shown on OS map.<br>• Locate places on a world map.<br>• Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) |
| **Scale / Distance** | | • Use relative vocabulary (e.g. bigger / smaller, like / dislike) | • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) | • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) | • Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) | • Measure straight line distance on a plan.<br>• Find / recognise places on maps of different scales. (E.g. river Nile.) | • Use a scale to measure distances.<br>• Draw / use maps and plans at a range of scales. |

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| **Perspective** | | • Draw around objects to make a plan. | • Look down on objects to make a plan view map. | • Begin to draw a sketch map from a high view point. | • Draw a sketch map from a high view point. | • Draw a plan view map with some accuracy. | • Draw a plan view map accurately. |
| **Map Knowledge** | | • Learn names of some places within / around the UK. E.g. Home town, cities, countries<br>• e.g. Wales, France. | • Locate and name on UK map major features e.g. London, River Thames, home location, seas. | • Begin to identify points on maps A,B and C | • Begin to identify significant places and environments | • Identify significant places and environments | • Confidently identify significant places and environments |
| **Style of Map** | | • Picture maps and globes | • Find land / sea on globe.<br>• Use teacher drawn base maps.<br>• Use large scale OS maps.<br>• Use an infant atlas | • Use large scale OS maps.<br>• Begin to use map sites on internet.<br>• Begin to use junior atlases.<br>• Begin to identify features on aerial / oblique photographs. | • Use large and medium scale OS maps.<br>• Use junior atlases.<br>• Use map sites on internet.<br>• Identify features on aerial / oblique photographs. | • Use index and contents page within atlases.<br>• Use medium scale land ranger OS maps. | • Use OS maps.<br>• Confidently use an atlas.<br>• Recognize world map as a flattened globe. |

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| **Vocabulary** | Street, house, bungalow, school, church, zebra crossing, traffic lights, bridge, left, right, up, down, forwards, backwards, above , under, tunnel, roundabout, caretaker, police officer, head teacher, cleaner, doctor, dentist, map | Near, far, left, right, building, globe, journey, travel, bungalow, town, transport, lorry, bus, car, summer, winter, autumn, spring, seasons, junction, village, wind, snow, rain, hail, fog, wet, dry, hot, cold, wide, narrow, farm, North, South, East, West, England, Ireland, Scotland, Wales, Northern Ireland, country, Cardiff, Belfast, Edinburgh, London, Irish Sea, North Sea, English Channel, map, compass, direction | England, Scotland, Northern Ireland, Ireland, Wales, North, South, East, West, semi-detached, larger, city, beach, forest, soil, port, location, route, aerial view, landscape, birds eye view, environment, London, Edinburgh, Cardiff, Belfast, terraced, smaller, desert, cliff, hill, river, vegetation, harbor, Dublin, equator, north pole, South Pole, Irish Sea, North Sea, English Channel, local, distant, ocean, coast, mountain, valley, seasonal, factory, Europe, Africa, North America, South America, Asia, Antarctica, Oceania, continent, Pacific, Atlantic, Arctic, Indian, Southern, Atlas | Settlement, community, landscape, relief map, political map, cliff, ocean, fieldwork, sketch, south-east, north-east, south –west, polar, longitude, latitude, valley, vegetation, soil, peat, loam, clay, lake, transport, diagram, weather, equator, mountain, weathering, erosion, port, harbor, factory, office, industry, compass, north-west, climate zone, tropical environment, tectonic plates, magma, climate zones, deforestation, longitude, latitude, natural disaster, volcano, earthquake, tsunami, eruption, topographical feature, River Nile, Mount Everest, Alps, Kilimanjaro, Sahara, Rocky Mountains, Andes, Russia, France, Germany, Spain, UK, Italy | Greenhouse, polytunnel, intensive farming, arable farming, market gardening, mixed farming, organic farming, distance, scale, grid reference, satellite, settlement patterns, in land, urban / rural, valley, contour, height, hydroponics, allotment, distribution, import, export, native, indigenous, sustainable, weathering, erosion, natural disaster, ox-bow lake, spring water, warm, humid, coastal, evaporation, precipitation, condensation, hemisphere, productivity, natural resources, man-made, hemisphere, topical, polar, trade, climate zones, deforestation, longitude, latitude, natural disaster, volcano, earthquake, tsunami, eruption, topographical feature, River Nile, Mount Everest, Alps, Kilimanjaro, Sahara, Rocky Mountains, Andes, Russia, France, Germany, Spain, UK, Italy, Moscow, Paris, Berlin, Madrid, Rome | Climate, weather, climate zones, tributary, vegetation belt, river, delta, ox-bow lake, grid reference, landscape, water cycle, arid, evaporation, settlement, excursion, food plain, meander, surface, sea-level, terrain, feature, contour lines, natural, population, precipitation, condensation, industry, scale, rapid, maps, deposition, transportation, confluence, mouth, source, products, industrial, continents, sub-continent, development, irrigation, ground water, tourist, contours | Migrate, disperse, sustainability, natural disaster, natural resources, canopy, ordnance survey, distance, scale, grid-reference, symbols, urban, rural, land use, congestion, pollution, tectonic plates, naturalized, indigenous, immigrant, questionnaire, latitude, longitude, Greenwich, meridian, time zones, Northern Hemisphere, Southern Hemisphere, tropic of Capricorn, tropic of cancer, equator, deforestation, Arctic, Antarctic, renewable, population, biomes, vegetation belt, climate zones, conservation, pollution, export, import, tropical, equatorial, sub terrain, location, minutes, magma |

## Geography – Curriculum Plan

Due to the changing class arrangements to meet the needs of a school intake of 20 children per year, units are not specifically taught in given terms. The Curriculum Plan below is sequenced according to progression of skills to enable skills development and cohesion across the curriculum, with the intention that children work their way through the yearly cycles. However units within the cycle may be reorganised according to the termly topic in order to make cross-curricular links. This curriculum is reviewed by class teachers annually to ensure children do not repeat units. Therefore the proposed plan may change based on class arrangements and previous completion of units.

A geography topic is not taught every term, but opportunities to build upon skills are introduced to other topics whenever possible.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|
| **EYFS** | | | | | | |
| Cycle A | | | Bright Lights, Big City | | Rio | |
| Cycle B | | | | | Are we there yet? | |
| **Year 1** | | | | | | |
| Cycle A | | | Bright Lights, Big City | | Rio | |
| Cycle B | | | | | Are we there yet? | |
| **Year 2** | | | | | | |
| Cycle A | | Scrumdidliumptious | | | | Beachcombers |
| Cycle B | | Street Detectives | | | | |
| **Year 3/4** | | | | | | |
| Cycle A | | | Flow | | | |
| Cycle B | Tremors | | Road Trip to USA | | | |
| **Year 5/6** | | | | | | |
| Cycle A | Darwin's Delights | Alchemy Island | A Child's War (UK Geography) | | | |
| Cycle B | Pharaohs (The Nile) | | Arctic Regions | | Hola Mexico! | |

**Curriculum Plan for 2021/22 –** Highlighted topics have a Geography Focus

| Class | Years | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|---|---|
| Hedgehogs | R | Dinosaurs Planet | | Bright Lights, Big City | | Rio | |
| | 1 | | | | | | |
| Rabbits | 2 | Towers, Tunnels and Turrets | Scrumdidliumptious | | Gods and Mortals | | Beachcombers |
| | 3 | | | | | | |
| Foxes | 3 | Traders and Raiders | Mighty Metals | Flow | | 1066 | |
| | 4 | | | | | | |
| Owls | 5 | Darwin's Delights | Alchemy Island | A Child's War (UK Geography) | | Off with her Head | |
| | 6 | | | | | | |