

LOCATION

I am a geographer because I can locate different places in relation to one another. I can find places on maps and globes.

Geography Curriculum **BIG IDEAS**



DIVERSITY

I am a geographer because I explore and know about different places, people, resources and environments.

IMPACT

I am a geographer because I investigate how humans and physical geography change and impact on one another.



Geography Curriculum

Geography provides children with the opportunity to explore and discover the world around them.

Geography helps children to understand the world, its environments and places near and far, and the processes that create and affect the world.

The geography curriculum equips children 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.

We encourage and create an appreciation of how the world works and of the connections between concepts such as community, cultural diversity and sustainability.

Children are provided with exciting learning opportunities in the classroom and through fieldwork to enjoy acquiring and developing their skills and knowledge and perceive the world as an interesting place.

Fieldwork is an important and magical part of geography. Going outside the classroom to our field or forest school, visiting a local farm or exploring the beach, brings home the reality of their world through first-hand experience. The wonderful thing about fieldwork is what is found, seen or felt at that particular time. It is a snapshot of a moment in the real world, so doing fieldwork in the same place at a different time of day or year interesting.

The National Curriculum underpins our teaching and learning of Geography.



Geography Curriculum

BIG IDEA	Example Ways to Teach		
	EYFS	KS1	KS2
<p>LOCATION</p> <p>Locate places, use maps and globes.</p>	<ul style="list-style-type: none"> ◇ Talk about their own immediate environment and how environments may vary from one another. 	<ul style="list-style-type: none"> ◇ Name and locate the world's seven continents and five oceans ◇ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> ◇ Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ◇ Name and locate counties and cities of the UK, geographical regions and 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 ◇ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime-Greenwich Meridian and time zones
<p>DIVERSITY</p> <p>Explore places, people, resources and environments</p>	<ul style="list-style-type: none"> ◇ Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world 	<ul style="list-style-type: none"> ◇ 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 	<ul style="list-style-type: none"> ◇ 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
<p>IMPACT</p> <p>Human and physical change and impact</p>	<ul style="list-style-type: none"> ◇ Looks closely at similarities, differences, patterns and change. ELG Children know about similarities and differences in relation to places. 	<ul style="list-style-type: none"> ◇ Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ◇ Use basic geographical vocabulary to refer to: key physical features, key human features 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ◇ Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ◇ Human geography: types of settlement and land use, economic activity including trade links, and distribution of natu-
<p>Geographical skills & fieldwork</p>	<ul style="list-style-type: none"> ◇ 	<ul style="list-style-type: none"> ◇ Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage ◇ Use simple compass directions and locational and simple directional language to describe the location of features and routes on a map ◇ 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; ◇ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human 	<ul style="list-style-type: none"> ◇ Use range of mapping to locate countries and describe features studied ◇ Use eight points of a compass, 4 and 6-figure grid references, symbols/key ◇ Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods



Geography Curriculum

Skills Progression

National Curriculum Aim		Y1	Y2
Locational Knowledge	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine...	I can name and locate the four countries of the UK and their capital cities.	I can name and locate the world's seven continents and five oceans.
Human and Physical Geography	<p>...including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>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</p>	<p>I can identify seasonal and daily weather patterns in the UK.</p> <p>Use basic geographical vocabulary to refer to: Key physical Features: beach, cliff, coast, sea, ocean, season and weather. Human Features: city, town port, harbour</p>	<p>I can locate hot and cold areas of the world in relation to the equator and the North/South poles.</p> <p>I can describe geographical similarities and differences between the UK and another non-European country.</p>
Geographical Skills	Fieldwork	Collect, analyze and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes	<p>I can answer basic geographical questions.</p> <p>I can ask a familiar person prepared questions.</p> <p>I can use everyday language to describe features (i.e. bigger, smaller).</p>
	Map work	Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	<p>I can use a simple map to move around the school</p> <p>On a map of the UK, I can name and locate major features.</p> <p>I can use directional language (i.e. near, far, up, down, left, right) to describe features on a map.</p> <p>I can draw basic maps, including appropriate symbols and pictures to represent places or features.</p>
	Communication	Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	<p>I can add labels onto a photograph of features.</p> <p>I can add labels onto a map or photograph of features.</p>



Geography Curriculum

Skills Progression

National Curriculum Aim		Y3	Y4
Locational Knowledge	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine...	<p>I can name and locate counties and cities of the UK.</p> <p>I can name and locate countries in Europe (including the location of Russia) concentrating on their key physical and human features.</p>	I can use maps to name and locate countries in North America concentrating on their key physical and human characteristics.
	<p>...including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>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</p>	<p>I can compare geographical similarities and differences of two European places through the study of human and physical geography.</p> <p>I can describe climate zones.</p> <p>I can describe and show an understanding of volcanoes and earthquakes</p> <p>I can answer questions about types of settlement, land use and distribution of natural resources for the areas studied.</p>	<p>I can compare geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in North America.</p> <p>I understand how these features have changed over time.</p> <p>I understand and can discuss the effect water has on landscapes, people and the environment.</p>
Geographical Skills	Fieldwork	<p>collect, analyze and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>I can ask geographical questions and use fieldwork to find the answer.</p>	<p>I can collect data and present my findings mathematically.</p> <p>I can annotate a sketch with descriptive and explanatory labels.</p>
	Map work	<p>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>I can use a Junior Atlas to locate places.</p> <p>I can understand and locate boundaries of counties and countries.</p> <p>I can make a map of a short route.</p>	<p>I can use the 8 points of a compass</p> <p>I can use letter and number co-ordinates.</p> <p>I can use satellite images and a variety of maps.</p>
	Communication	<p>Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>I can present information using a range of writing genres.</p>	<p>I can present information using different English techniques and data using ICT.</p> <p>I can express my own view about topic covered.</p>



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Skills Progression

National Curriculum Aim		Y5	Y6
Locational Knowledge	Develop contextual knowledge of the location of globally significant places – both terrestrial and marine...	<p>I can name and locate counties of the UK concentrating on their key physical and human characteristics.</p> <p>I can raise questions about the different hemispheres and make predictions about how life might be different</p> <p>I can identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic circle.</p> <p>I can identify the position and significance of the Greenwich Meridian and accurately use world time zones</p>	<p>I can use a range of geographical sources to give detailed descriptions of the local area.</p> <p>I can name and locate countries of the world and their identifying human and physical characteristics.</p> <p>I understand how some of these features have changed over time.</p>
	...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	<p>I can compare and contrast different regions based on their human and physical features.</p> <p>I recognize how people can improve or damage the environment.</p>	<p>I can compare land uses, economic activity and distribution of natural resources in South America and our local area.</p> <p>I understand how decisions about places and environments affect the quality, and future quality, of people's lives.</p>
Geographical Skills	Fieldwork Collect, analyze and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes	<p>I can suggest questions for investigating.</p> <p>I can make a judgement about the best viewpoint when taking photographs.</p>	<p>I can plan, prepare and carry out my own investigation.</p> <p>I can choose resources and ways to present findings.</p> <p>I can collect and present data using a range of measuring instruments.</p>
	Map Work Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	<p>I can compare satellite images, aerial photographs and maps</p> <p>I can select a map appropriate for a purpose</p> <p>I can use an OS map to plan a short route.</p> <p>I can measure distances using maps. I can use 4 figure grid references.</p>	<p>I can use an OS map to plan contrasting routes.</p> <p>I can draw a variety of thematic maps based on my own data.</p> <p>I can compare satellite images, aerial photographs and maps covering a period of time.</p> <p>I can confidently identify significant places and environments</p> <p>I can use 6 figure grid references.</p> <p>I can select a map appropriate for a purpose</p>
	Communication Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	<p>I can present information using a range of methods.</p> <p>I can identify and explain different views of people including myself.</p>	<p>I can communicate a route to school.</p> <p>I can choose ways to communicate data.</p> <p>I understand different peoples' views on geographical issues including the reasons influencing their views.</p>



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Vocabulary Progression: YR-6

Reception					
street	left	teacher	church	above	Police Officer
house	right	caretaker	zebra crossing	under	doctor
bungalow	forwards	Head Teacher	traffic lights	tunnel	dentist
school	backwards	cleaner	bridge	roundabout	map

Year 1					
near	transport	wind	globe	autumn	dry
far	lorry	snow	journey	spring	hot
left	bus	rain	travel	seasons	cold
right	car	hail	long	short	wide
building	summer	fog	bungalow	junction	narrow
plan	winter	wet	town	village	farm

Year 2					
England	location	Dublin	semi-detached	harbour	address
Scotland	route	Equator	larger	terraced	behind
Northern Ireland	aerial view	North Pole	city	smaller	ocean
Eire	landscape	South Pole	beach	desert	coast
Wales	environment	Irish Sea	forest	cliff	mountain
North	London	North Sea	sea	hill	valley
South	Edinburgh	English Channel	soil	river	seasonal
east	Cardiff	local	port	vegetation	factory
west	Belfast	distant			



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Vocabulary Progression: YR-6

Year 3					
settlement	valley	mountain	fieldwork	transport [carry]	industry
community	vegetation	weathering	sketch	diagram	compass
landscape	soil	erosion [within weathering]	North East	South East	North West
relief map	peat	port	South West	weather	climate zone
political map	loam	harbour	polar	equator	tropical
cliff	clay	factory	longitude	latitude	environment
ocean	lake	office			

Year 4					
greenhouse	valley	warm	distance	export	productivity
polytunnel	contour	humid	scale	native/ indigenous	natural resources
intensive farming	height	coastal	grid reference	sustainable	man-made materials
arable farming	hydroponics	evaporation	satellite	weathering/erosion	hemisphere
market gardening	allotment	precipitation	settlement patterns	natural disaster	tropical
mixed farming	distribution	condensation	inland	ox-bow lake	polar
organic farming	import	hemisphere	urban/ rural	spring [water]	trade



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Vocabulary Progression: YR-6

Year 5					
climate/ weather	flood plain	deposition	grid reference	contour lines	continent
climate zones	meander	transportation	landscape	natural	sub-continent
tributary	surface	confluence	water cycle	population	development
vegetation belts	sea level	mouth	arid	precipitation	irrigation
river	grid reference	source	evaporation	condensation	ground water
delta	terrain	products	settlement	industry	tourist
ox-bow lake	features	industrial	excursion	scale [maps]	contours

Year 6					
migrate	naturalised	Arctic	grid reference	Northern hemisphere	export
disperse	indigenous	Antarctic	symbols	Southern hemisphere	import
sustainability	immigrant	renewable	urban	Tropic of Capricorn	tropical
natural disaster	survey	population	rural	Tropic of Cancer	equatorial
natural resources	questionnaire	biomes	land use	Equator	subterranean
canopy [trees]	latitude	vegetation belts	congestion	latitude	location
Ordnance Survey	longitude	climate zones	pollution	longitude	minutes [location]
distance	Greenwich/Prime Meridian	conservation	tectonic plates	deforestation	magma
scale	Time zone	pollution			



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ASSESSMENT: Disciplinary Knowledge

These questions tease out the disciplinary knowledge within each subject – and should work when discussing any block of learning completed in the unit. How does each lesson contribute to being able answer the disciplinary questions?

KS1	KS2
<ol style="list-style-type: none">1. Where is/are the place/s we are studying located?2. What is special about the place(s)?3. How does the location compare to where we live?4. Is the location in the UK or a different part of the world?5. What is the climate like in this location?6. What are the human / physical features of the place we are studying?	<ol style="list-style-type: none">1. Where is/are the place/s we are studying located?2. What is important (LKS2) / significant (UKS2) about the place(s)?3. What are the key physical features of this locality?4. What are the key human features of this locality?5. How have humans impacted on this locality?6. How does the location compare to where we live?7. How do the locations compare to other places that we have studied?



Geography Curriculum

END POINTS

Following this framework to teach the relevant skills, vocabulary, knowledge and understanding enables children to grow and develop into confident geographers over time.

ME & WE	WILL & WIGGLE	WHAT IF?	WHY?
<p>Communicate geographical understanding through drama, film, photographs, digital maps and other digital media as well as more traditional communication techniques including diagrams, sketches and hand-drawn maps.</p> <p>Understands the value and care required to protect nature, and utilise resources for survival and shelter.</p> <p>Can use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p>Can explain how the time zones work.</p>	<p>Loves getting out 'in the field', observing plants, animals, landforms, weather, land use, transportation, the built environment.</p> <p>Can navigate using maps and 4 figure grid references.</p> <p>Uses fieldwork to observe, measure 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>From experience and visual media is able to describe and interpret a geographical imagination of for example: the world, the country in which they live, the street next door or create and describe a real or imagined place determined by physical and human features.</p> <p>WOBBLE</p> <p>Understands that meeting new people, visiting new places and travelling beyond the area they know requires courage but that by doing it they will enhance their life and understanding of and sense of place, culture and identity.</p>	<p>Asks why, when, where, who, how, questions to investigate and explore a sense of place to understand it's meaning, location, and unique characteristics.</p> <p>Understands that geography deals with change over space and time; the world in which they live is constantly changing has been changing and will continue to do so.</p> <p>Understands that geography deals with global challenges. Energy, resources, population, eco system and ocean health, weather and natural hazards. The solutions require geographic thinking.</p>