



**Intent:**

Through the teaching of *Geography*, children should be able to develop and enhance their geographical skills and knowledge. Our *Geography* curriculum should challenge, motivate and excite children to explore their local and surrounding area, whilst also allowing them the opportunity to explore and learn about habitats from around the world. *Geography* should captivate and inspire a curiosity about the children's local environment, the world and its people.

**Implementation:**

Through the teaching of *Geography* pupils will be exploring physical and human features and discovering the importance of preserving their environment. As the children progress through school, they should acquire the ability to understand the interaction between physical and human processes. *Geography* should be taught for across a half term, with an aspect of fieldwork to be incorporated throughout *Geography* lessons where appropriate. Links to local and surrounding area are to be made and trips should be planned to enhance the children's learning and embed knowledge. It is important that topics are chosen to grasp the children's interests as well as help them build on and develop skills learnt in previous years. Topics may be revisited in order to embed knowledge and skills that have previously been taught.

**Impact:**

In EYFS evidence to be collected through observation in *Learning Journeys* and *Writing journals* in order to demonstrate progression in *Geography*. A separate workbook to be used throughout Key stage 1 and 2 to show progression of geographical skills and knowledge achieved.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Curriculum Objectives/Knowledge</p>	<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>They talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Learn about the physical aspects of our school and its surrounding area of Kingsley.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Locate the equator on a World map and globe.</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Name, locate and identify United Kingdom's surrounding seas.</li> <li>Name the world's five oceans.</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Compare and contrast physical similarities and differences of an area e.g Chester against a non-EU country.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>To identify key physical and human features of the United Kingdom's capital cities.</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <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.</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>United Kingdom- counties and cities, particularly in relation to North West England.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of rivers e.g the River Weaver, the water cycle, mountains and hills.</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on <b>Europe</b> concentrating on a comparison of Modern and Ancient Italy (European Countries) on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Time zones</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Europe</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of volcanoes and earthquakes.</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Name and identify Great Lakes throughout North America and key physical landmarks: Niagara Falls.</li> <li>Latitude, Longitude, Equator, northern and southern hemisphere</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>North America</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of climate zones and hemispheres</li> <li>Demonstrate an understanding of settlements and land through a comparative study</li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on South America: Brazil concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Topic of Capricorn and cancer.</li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Rainforest; Brazil</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Rainforests are located between the tropic of cancer and the tropic of Capricorn</li> <li>Rainforests are a hot, humid biome. The climate is characterised by high temperatures and high levels of precipitation</li> <li>The majority of the world's tropical rainforests are</li> </ul>
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						of - UK to North America.	located in Brazil, South America <ul style="list-style-type: none"><li>• Rainforests are structured into: emergent layer, canopy, understory and forest floor</li><li>• Tropical rainforests are one of the oldest biomes on Earth and therefore have a great variety of animals living there.</li></ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Subject Skills</p>	<ul style="list-style-type: none"> <li>Children follow instructions involving several ideas or actions. *They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>Children talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<ul style="list-style-type: none"> <li>Use world map and globes to identify the United Kingdom.</li> <li>Use world maps to identify and name the seven continents.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use fieldwork to observe, 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> <li>Begin to aware of and use the eight points of a compass, four 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>	<ul style="list-style-type: none"> <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,</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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> <li>To independently use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital /computer mapping to locate countries and describe features studied</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> <li>use the eight points of a compass, 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 in particular North America.</li> <li>Expand map skills to include non-UK countries</li> </ul>	<ul style="list-style-type: none"> <li>Expand map skills to include non-UK countries.</li> <li>Use the eight points of a compass, 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>Pupils will describe and understand key aspects of: Physical geography including coasts and rivers and the water cycle including transpiration; mountains, climate zones and biomes</li> <li>To use an atlas to locate the tropic of cancer, Capricorn and equator</li> <li>To explain how the latitude and longitude of a country affects its climate</li> <li>To explain the environmental impact of human</li> </ul>
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					<p>knowledge of the United Kingdom and Europe, in particular Italy in relation to the United Kingdom.</p> <ul style="list-style-type: none"> <li>Pupils will describe and understand key aspects of: Physical geography, volcanoes and earthquakes.</li> </ul>		intervention within the rainforests
Vocabulary	Similar different	Weather Atlas Map Human Physical	Weather Atlas Map Human Physical Compass North South East West	Counties River Cities Water cycle Mountain Hill Grid reference	Volcanoes Earthquakes Ancient Italy Europe North west South West North East South East North South East West 8 points of a compass	Latitude, longitude, Equator, northern and southern hemisphere climate zones North America	Emergent layer Canopy Understory Forest floor Biome Climate Deforestation Biodiversity



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Enhancements/activities	<ul style="list-style-type: none"><li>• Children explore their own environment and looking at key physical features in their surroundings.</li></ul>	<ul style="list-style-type: none"><li>• Learn new vocab by making a split pin booklet showing the names of the areas of land in our world.</li><li>• Water colour a world map and label continents with equator line.</li><li>• Make a map from School to the Coop.</li></ul>	<ul style="list-style-type: none"><li>• Create a 3D world map of continents and adorn with textures local to the area.</li><li>• Comparison of vintage maps of world</li><li>• Orienteering task on school grounds using a compass and its points.</li></ul>	<ul style="list-style-type: none"><li>• Create the UK out of play dough and remake at the end of the unit to see improvement.</li><li>• Understand/find out the human and physical characteristics of Chester.</li></ul>	<ul style="list-style-type: none"><li>• Identifying locations on a map.</li><li>• Using atlases to plot where the Romans concurred.</li></ul>	<ul style="list-style-type: none"><li>• Fieldwork sketches.</li><li>• Fossil examination that may have been formed from volcanic remains.</li></ul>	<ul style="list-style-type: none"><li>• Create a biome in a bottle - try to create an ecological Balance within the bottle in order for organisms to survive and reproduce.</li><li>• Create a rainforest in a bottle.</li></ul>
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