



Our Geography curriculum is ambitiously constructed to engage, inspire, challenge and develop an understanding of local and world issues.

A high-quality geography education should equip pupils with knowledge about diverse places, people, natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress through our curriculum, 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.



BIG IDEAS

Our children will:

- Know that the world is made up of land and water which is divided into different zones.
- Read and produce a range of physical and online maps to observe, record and analyse boundaries and physical features of the Earth.
- Explain human adaptation to live in different climates and the impact this has on the land.
- Connect and utilise a deep understanding of features and changes to the environment based on a solid foundation of local geography.
- Be articulate about environmental changes to our world, including the effects of human contribution and be clear on methods to preserve climates and natural resources.

We recognise the important role that geography can have in helping to understand the world and increase the chances of future academic success for our children as global citizens.



CONTENT & SEQUENCING

Our curriculum for Geography is sequenced to build on previous learning and reinforce key skills and knowledge. The content is deliberately chosen to build an understanding of the world around them through exploring local, regional then global places. It is understood through comparisons to our own place in the world, progressing to discovering the impact of change and leading to an explanation of global environmental issues.

- **EYFS & KS1** – Developing an understanding of the world from a local perspective.
 - Observable changes** – Noticing and understanding weather patterns and seasons in our local area.
 - Identification** – Connecting place names and features. Building an understanding of the local area, its place in England and then progressing to a fundamental knowledge of the UK.
- **Key Stage 2** – Deeper comparison studies designed to develop knowledge of features and environments globally.
 - Geographical Features** – Building knowledge of the natural features that make up the world, their uses and their importance to life (inc. rivers, water cycle and natural disasters).
 - Focus studies** – Learning about parts of the world with different climates, the relevance of geographical features and how humans have adapted to live there. Forming comparisons between our local place and the focus area (in particular to Europe and North and South America).
 - Environmental Issues** – A deeper level of understanding of the impact of land use on the environment and climate of the world. Issues and effects are looked at on a global scale combined with an opportunity to explore and promote alternative solutions.



DIRECT INSTRUCTION

- Children will learn through a variety of whole-class teaching, group activities and individual tasks.
- Modelling skills to children is essential.
- Feedback is predominantly 'in the moment' and explicit.



RETRIEVAL PRACTISE

- "Can you still...?" tasks are systematically included in teaching sequences including map reading and identification of continents and oceans.
- Cross year group links are made explicitly in order to refer to and build on prior learning.
- Important concepts and vocabulary e.g. specified vocabulary is taught, used, expected and tested regularly.



PROGRESS

- Units of work that are carefully sequenced so that prior knowledge, concepts and skills are built upon and developed from previous year groups and units.
- Our curriculum is the progression model.
- Organising, developing and connecting big ideas, through skills focused geography lessons as well as embedding geographical content in cross-curricular subjects.



SUPPORT

- Everyone has equitable access to units of work.
- Structured questions and **sentence stems** are used to support children's progress.
- Quality, guided instruction and explicit modelling are used for all.

Humanities

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B

All units of learning will include locational knowledge (e.g. map studies and other relevant Geographical skills), place knowledge and regional (physical) and societal (human) knowledge and comparisons. Outcomes will focus on a **big question** or support relevant learning in another curriculum area.

Geography	Differences & similarities	Differences & similarities	England	United Kingdom	World Continents & Oceans	World Continents & Oceans	World Continents & Oceans – Natural Disasters	World Continents – Destructive World
	<p>Different environments around school and our local area</p> <p>Identify and compare features of the classroom to the playground/forest school</p> <p>Teacher modelled map of features of each space</p> <p>Key Themes: Migration Water for Life Land Use (& Abuse)</p>	<p>Different environments within & around Huntingdon</p> <p>Walk to local shops</p> <p>Identify local features</p> <p>Identify and compare known features e.g. bedroom v park</p>	<p>Counties, cities, towns and villages</p> <p>Explore England through understanding that each part is broken into smaller parts that all fit in one land mass to make our country.</p> <p>Compare feature of local town (Huntingdon) with other urban cities and more rural spaces.</p>	<p>Countries, Capital cities, Rivers and Mountains /Geographical feature</p> <p>Know the 4 nations of the UK, their key geographical feature and their positions to one another using the 4 point compass directions. Also locate on a map.</p> <p>England – London – River Thames – Peak District Wales – Cardiff – River Taff – Snowdon Scotland – Edinburgh – River Forth / Dee – Ben Nevis Northern Ireland – Belfast – River Bann – Giants Causeway</p>	<p>Focus study: S. Europe & N. Africa</p> <p>Naming and locating countries in S. Europe (Spain, Portugal, Italy, Greece, Albania, Bosnia & Herzegovina, Croatia, Malta, Montenegro, Serbia, Slovenia) and N. Africa (Morocco, Tunisia, Algeria and Libya).</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer.</p> <p>Compare and contrast geographical features and land use, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Focus study: N. Europe & Scandinavia</p> <p>Naming and locating countries in Northern Europe (Sweden, Finland, Norway, Denmark, Faroe Islands, Greenland.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and Arctic Circle.</p> <p>Compare and contrast geographical features and land use, including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Focus study: N America</p> <ul style="list-style-type: none"> - Earthquakes (San Fran) - Tornadoes - Hurricanes - Floods - Bush Fires (California) - Volcanos <p>Discover the short and long term effects of natural disasters on a settlement.</p> <p>Consider the causes of natural disasters – can humans minimise the risk/impact of a natural disaster?</p>	<p>Focus: S America (Amazon rainforest)</p> <p>Potential comparisons: Australia (Great Barrier Reef), SE Asia (Borneo rainforest), Antarctica (ice caps)</p> <p>Students to look at cause and effect, MEDC and LEDC differences.</p> <p>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)</p>



GEOGRAPHY AT THONGSLEY FIELDS

Growing hearts and minds through the humanities.

Humanities

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B

Geography	All units of learning will include locational knowledge (e.g. map studies and other relevant Geographical skills), place knowledge and regional (physical) and societal (human) knowledge and comparisons. Outcomes will focus on a big question or support relevant learning in another curriculum area.							
	Key Themes: Migration Water for Life Land Use (& Abuse)	Weather and Seasons Local Collect simple measurements of temperature and rainfall. Link different seasons with identifying principles, appropriate clothing etc.	Weather & Seasons UK Different parts of the UK experience tend to experience different weather patterns i.e. northern regions (e.g. Scotland) tend to be colder and receive more snow. Hilly or mountainous regions tend to receive more precipitation. Southern and eastern regions tend to be warmer and drier. Use weather forecasts to discuss similarities and differences.	Settlements Learn names of 7 continents and 5 oceans Comparison study: UK v Africa (Kenya or below) Compare climate, weather, land use, water use/sources. The impact of the different water sources and land uses on the environment.	The Water Cycle Exploring the states of water and how they transition between the stages of the water cycle. The impact the water cycle has on the environment through physical and human geography. Human impact on the stages and uses of the water cycle. The significance and reliance of the water cycle for fresh drinking water. <i>Heavily linked to Science.</i>	Rivers Purpose and importance for settlements; comparison of uses; support knowledge of continents. Famous Rivers: Nile (Egypt) Amazon (Brazil) Danube (Central Europe) Thames (UK) Ganges (India) Yangtze (China) Mississippi (USA)	Our Changing Planet World issues Energy and natural resources e.g. fossil fuels vs. renewables What governments and societies are doing to help (or not). Whose responsibility is it? Notable people: David Attenborough Greta Thunberg	Regional Contrasts & Biomes Canada v UK 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). Compare and contrast the climate zones, biomes and vegetation belts, rivers, mountains and types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water. Include comparisons of first nation inhabitants' v modern day societies.

Excellence for all - a curriculum to be proud of.

Skill Development

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cycle (A or B)	FS1	FS2	Year 1/2 A	Year 1/2 B	Year 3/4 A	Year 3/4 B	Year 5/6 A	Year 5/6 B
Location Knowledge Identifying locations and the features of a place or climate	<ul style="list-style-type: none"> Identify common places (home, school, park, shop etc). 		<ul style="list-style-type: none"> Label the UK, it's four countries and capital cities Name and locate the world's seven continents and five oceans 		<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans on an atlas, globe, digital map and blank map of the world Identify European countries and label on a map Identify the position of the Equator, Arctic and Antarctic Circles, Northern Hemisphere and Southern Hemisphere on a map Name and locate 3 key rivers in the world 		<ul style="list-style-type: none"> Locate the world's countries, focusing on the UK, Europe (including Russia), North and South America, including major cities, on a variety of physical and digital maps with a range of scales. Understand the environmental regions, key physical and human characteristics, key topographical features and land use patterns and how they have changed over time. Identify the position and significance of longitude, latitude, Equator, Arctic and Antarctic Circles, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, International Date line, Prime/Greenwich Meridian and time zones (including day and night) 	
Place Knowledge Describing similarities and differences and how things change over time	<ul style="list-style-type: none"> Features and differences between the map of a classroom and the map of a bedroom Explore similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and <u>what has been read in class</u>. 		<ul style="list-style-type: none"> Understand physical and human geographical differences between location of urban and rural areas <ul style="list-style-type: none"> Urban and rural areas of the UK UK and non-EU country 		<ul style="list-style-type: none"> Understand differences between the UK, Scandinavia, Northern Europe, Southern Europe and Northern Africa. Talk about similarities and differences of features of key rivers around the world Recognise that land, water and physical features of these areas have changed over time 		<ul style="list-style-type: none"> Understand and compare similarities and differences of human and physical geography of a region of the UK, a region of a European country and a region within North or South America and how they have changed over time. 	
Human and Physical Geography Describing features of a place or climate. Consider the effect of human or physical changes on a place or climate	<ul style="list-style-type: none"> When the weather changes, what I wear changes Explore why emergency services are located where they are e.g., near train station, in the town centre etc. 		<ul style="list-style-type: none"> Identify season and weather patterns in the UK Identify features of hot and cold areas of the world in relation to the equator and the North and South Poles 		<ul style="list-style-type: none"> Understand and explain the purpose and use of water on the environment. Explain how water can change an environment Explain how an environment can impact the usual function of a water source or cycle and how this impacts daily life Compare similarities and differences of how land, water and climate are used and impact human and physical geography of different parts of Europe 		<ul style="list-style-type: none"> Explain the impact of climate, environment, land use, water, natural disasters and energy production and consumption and how this has changed over time in a specified region Explain similarities and differences between UK, Europe, North America and South America with reference to climate, geographical features, land use and water 	
Map Reading Maps, atlases, globes, digital maps, compass points, symbols/keys, grid references. Use, read and make maps.	<ul style="list-style-type: none"> Know that a map leads you to a place or object Maps can be made by people 		<ul style="list-style-type: none"> Use maps to locate the UK in its position in the world Use a world map and globe to name and locate the world's seven continents and five oceans Follow a map using simple instructions Navigate features on a map using the simple compass directions (North, East, South and West) Draw basic maps with pictures to represent key features 		<ul style="list-style-type: none"> Use a range of maps, including digital and OS maps, to locate the UK, countries of Europe and the seven continents and oceans Use 4 figure grid references to identify features on a map Know and use eight points of a compass to identify features if a map Draw maps with appropriate features using symbols and a key 		<ul style="list-style-type: none"> Select appropriate maps, including print, digital and OS maps, for a specific purpose Use atlases to find additional key data about a place Use 8 figure compass points accurately Use 4 and 6 figure grid references Use lines of latitude and longitude on a map Draw maps of increasing complexity and accuracy including symbols and a key 	
Fieldwork Conducting observations and measurements and recording findings to evaluate and present	<ul style="list-style-type: none"> Observe temperature and rainfall at different times throughout the year Educational visit to the Conygear Centre; visit to our onsite Community Fridge, police station; library, etc. 		<ul style="list-style-type: none"> Observe physical environment or photos and videos of an environment further away Draw a simple map of a location or route Measure information through collection including simple surveys e.g. tally 		<ul style="list-style-type: none"> Observe, measure and record information from a physical environment and compare this with information from another location Draw/sketch observations to use and record Record and collect information from field trips and in charts, surveys and photographs Present findings from recorded and collected results Ask geographical questions Use appropriate terminology 		<ul style="list-style-type: none"> Observe, record and interpret information from a physical environment. Compare fieldwork data with data from another source for a contrasting region and draw conclusions Present data clearly and accurately Ask geographical questions Use terminology appropriately 	

