



Shepherdswell Academy

Geography Curriculum - Overview



Why Teach Geography?

Reflecting the importance of global changes affecting the world in which we live, it is our intention that our geography curriculum will:

- help pupils to raise and answer questions about the natural and human worlds
- enable pupils to think critically about the impact human activity has on the natural world, cities and population amongst others
- spark pupils' curiosity about places and people
- promote knowledge, interest and fascination about diverse places, their differing natural geography, human environments and resources
- help pupils to become knowledgeable citizens, concerned about the future of the world, able to understand key geographical concepts and skills and aware of the connections that exist between people and places

Geography's Big Ideas

- Place** – what it's like, what happens there, how it changes, emotion response
- Space** – location, distribution, patterns and network connections, layout
- Environment** – physical & human processes, actions and features, change
- Scale** – local, regional, national, continental, global
- Environmental Impact** – interactions, change, usage, sustainability, effects, response
- Cultural Awareness** – diversity, disparity, connections, social identity, values
- Interconnections** – links between features, places, events and people

Propositional Knowledge

Facts and information.

For example, knowing:

- what a road or a lake is
- where and what local shops are
- countries and their capitals

This is helpful in everyday discussions and provides the vocabulary to name features, routes, goods, places etc.

What and Where

Substantive Knowledge

The facts and information set in a geographical context.

For example, learning about:

- Biomes
- Trade
- Energy
- Settlements
- Agriculture
- Climate

This provides a systematic perspective and a deeper level of understanding by grouping, classifying, connecting, explaining and making sense of places and environments.

How and Why

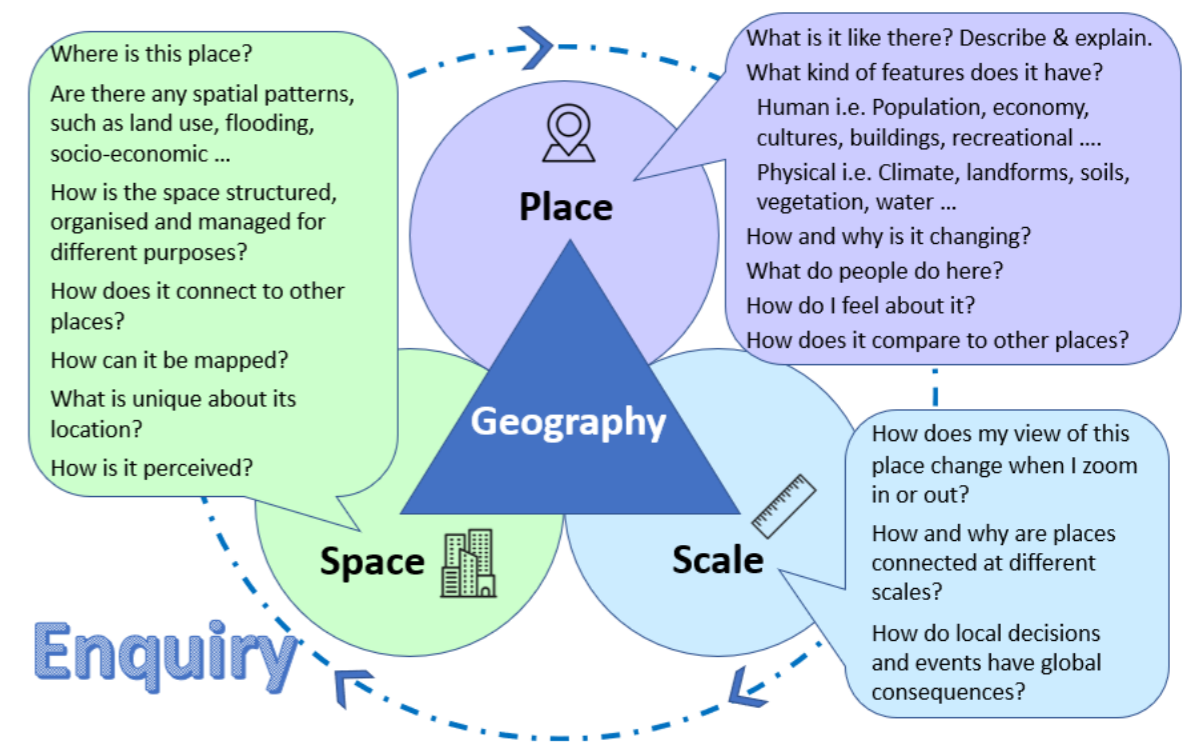
Substantive Knowledge Content

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Developing contextual knowledge of the location of globally significant places					
Place Knowledge	Understanding geographical similarities and differences through the study of human and physical geography					
Human and Physical Geography	Studies of resources, settlements, trade and agriculture etc. The processes causing volcanoes and earthquakes, rivers and lakes, and weather and climate.					
Skills and Fieldwork	Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communication geographical information.					
Main Unit	Spring Term The Local Area and United Kingdom	Autumn Term The Wider World	Spring Term Earthquakes and Volcanoes	Spring Term Climate Zones, Biomes and Vegetation Belts	Spring Term Rivers and Settlements	Summer Term Trade and Natural Resources
Half-Termly Lessons	United Kingdom	United Kingdom Europe The Equator, North and South Poles 7 Continents 5 Oceans	United Kingdom Europe Asia and Oceania Equator, Northern and Southern Hemispheres	United Kingdom Europe Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle Climate Zones Deserts and Rainforests	North and South America Lines of Longitude and the Prime/Greenwich Meridian Mountains and Rivers	Africa The Wider World – Significant Places Internationally
	Locational Language	4 Points on a Compass	2 Figure Grid References	8 Points on a Compass 4 Figure Grid References		6 Figure Grid References
	Map Symbols					
	Maps, Atlases, Globes and Digital Mapping (Digimap)					
	Fieldwork					

Disciplinary Knowledge

Developing a sense of place - such as for example, a sensory exploration of a 'rainforest'

- is not geography until the significance of location and links with other places at global and local scales of study is understood.



Purpose of Study and Aims

Inspire curiosity and fascination	Physical features/characteristics	Interdependence	Physical processes	Identify, explain, extrapolate patterns	Scale	Change over time	Interpretation of data and sources
Communicate geographical information	Interconnections	Human features/characteristics	Interactions	Human processes	Collect, analyse, communicate	Spatial Variation	Understand similarities and differences



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Geography Curriculum Map - EYFS and KS1



EYFS			Year 1	Year 2	
<p>Early Learning Goal: People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in other countries drawing on stories, non-fiction texts and – where appropriate - maps <p>Early Learning Goal: The Natural World</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the seasons and changing states of matter. <p>Typical learning experiences include: Children learn through first-hand experiences to explore, observe, problem solve, predict, think critically, make decisions and talk about the creatures, people, plants and objects in their environments, all of which develop their vocabulary. They learn about seasons, the weather and the impact of this on our lives.</p> <p>Children observe the features of the local area and the buildings that surround them. They visit different local places where possible, a library, shops, parks, church or mosque, a garage, a farm, a museum depending on interests. They may also be shown photographs of the local area to help them identify features and discuss what makes a town or village depending on context. They are encouraged to record their findings, perhaps through drawing, writing, and modelling.</p> <p>The kinds of activities children might engage in:</p> <ul style="list-style-type: none"> They engage in role play related to different settings they have visited, shops, garden centres, vets, doctors, a garage, learning about the community. Children create maps, these may relate to the local area, their journey to school or the school itself or areas of the playground. They may invent maps of treasure islands or make maps related to stories such as Rosie’s Walk. They make maps or diagrams of different places, a zoo, a farm, a park and create story maps that represent the journey of a story such as the Three Pigs. Bee-Bots support understanding of position and orientation when exploring maps. Children are encouraged to look at and talk about different places they have visited with their families, how they travelled, what they saw, how it was different/the same as where they live. They look at the different places around the world where they may have relatives or extended family or which are connected to their interests. Children observe the different buildings in the local environment. They may create models, draw pictures, or take photographs of these. They sort, compare, discuss the many shapes and sizes of buildings that they see. They talk about the weather, what clothes they wear when it’s cold or hot, what happens at different times of the year for instance, in relation to growth such as sowing seeds in spring. <p>See Reception Curriculum Map for Understanding the World for more information.</p>	Locational Knowledge		<p>Local Area and United Kingdom</p> <ul style="list-style-type: none"> To find our school on a local map To recognise local landmarks around our school on a map To find Northampton/Milton Keynes on a map of the United Kingdom To name the four countries and capital cities of the United Kingdom and locate them on a map, globe and atlas To name some of the main towns and cities in the United Kingdom and locate them on a map Name and locate key topographical features of the UK including hills, mountains, coasts and rivers 	<p>United Kingdom</p> <ul style="list-style-type: none"> To describe our location in relation to other places using direction (it is North of X, it is South of Y etc.) To name the seas surrounding England, Wales, Scotland and Ireland and locate them on a map, globe and atlas. <p>Europe</p> <ul style="list-style-type: none"> To locate at least 5 European countries on a map and in an atlas and name their capital cities including Ireland (Dublin), France (Paris), Spain (Madrid), Italy (Rome) and Germany (Berlin) <p>The World</p> <ul style="list-style-type: none"> To name the 7 continents of the world and locate them on a map To name the world’s 5 oceans and locate them on a map To identify the UK and the countries where members of the class come from on a map of the world To describe a place outside Europe using geographical words (referring to physical and human geographical vocabulary) To identify the position and significance of the Equator To identify the position and significance of the North and South Poles 	
	Place Knowledge		<ul style="list-style-type: none"> Name, describe and compare familiar places Understand about changes to their local environment. Describe different landscapes and environments to explore feelings about places (sense of place). Develop contextual knowledge of constituent countries of the United Kingdom including different physical and human landscapes; population characteristics, cultural features; farming products; processes of industrial growth 	<ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a Northampton/Milton Keynes and Kandy in Sri Lanka To understand geographical similarities and differences between villages, towns and cities 	
	Human & Physical Geography		<p>Weather and Climate (Science and Geography)</p> <ul style="list-style-type: none"> To keep a weather chart and answer questions about the weather. To explain how the weather changes throughout the year and name the seasons. To explain the differences between weather and climate <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features including; forest, hill, mountain, soil, valley Key human features including; city, town, village, farm, house, shop <p>Describe and understand key aspects of the physical and human geography by looking at landmarks and land use across the country.</p>	<p>To explain the services that a village, town and city may need and give reasons.</p> <p>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop 	
	Geographical Skills and Fieldwork	Fieldwork		<ul style="list-style-type: none"> Explore, observe and discuss the school and grounds, noting weather, seasonal and other changes and suggesting improvements Visit a nearby area and observe the features along the route taken and at the site visited (park/playground/shops etc) To make simple observations. To use a photo, video or audio taken by an adult as evidence of what they have seen. To draw a simple sketch map showing key features of the school, its grounds and surrounding environments. To work in a group with an adult to ask questions about the school, its grounds and surrounding environment. To measure using simple words and frequency recording. To reach a simple conclusion to the fieldwork question or prediction. 	<ul style="list-style-type: none"> Examine and investigate the school building, grounds, local streets and aspects of the local area, including its natural, managed and built environment, including its weather. To observe, name and discuss selected aspects of the local environment. To use a camera, video or audio to gather evidence of what they have seen. To draw a sketch map with labels showing key features of the school, its grounds and surrounding environments. To ask trusted and familiar adults prepared questions about the school, its grounds and surrounding environments. To measure using a guided tally and standard units such as minutes and metres. To reach a simply described conclusion to a fieldwork question or prediction.
	Map Skills	Using and interpreting		<ul style="list-style-type: none"> To know that maps give information about the world (where and what?) To use a simple map to move around the school To follow a route on a prepared map To recognise local landmarks in photographs To visit local landmarks in real life (where possible) To use aerial photographs to identify local landmarks To identify local landmarks on a simple map 	<ul style="list-style-type: none"> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features To recognise simple features on maps such as buildings, roads and fields. To use maps to talk about everyday life (e.g. where they live, journey to school, where places are in a locality) To begin explaining why places are where they are
	Position & Orientation			<ul style="list-style-type: none"> To describe simple features and routes on a basic map using locational and directional language starting with near and far, left and right. 	<ul style="list-style-type: none"> To use simple compass points (North, South, East and West) to describe the location of features and routes on a map To know which direction N is on an Ordnance Survey map.
Drawing			<ul style="list-style-type: none"> To devise a simple map (real or imaginary) for example freehand route maps, playground layout, places in stories etc. and use and construct basic symbols in a key (own and class agreed) 	<ul style="list-style-type: none"> To draw a simple map and use agreed realistic (in line with Ordnance Survey) symbols to make a simple key 	
Symbols			<ul style="list-style-type: none"> To use symbols on maps (own and class agreed) To know that symbols have a specific meaning on a map Recognise Ordnance Survey symbols on a map 	<ul style="list-style-type: none"> To recognise Ordnance Survey symbols and find them on a map (see Map Symbol Progression) To understand why a map needs a key 	
Perspective and Scale			<ul style="list-style-type: none"> To draw around objects to make a plan To look down on objects and make a plan (e.g. n a desk or from a high window) To use relative vocabulary (e.g. bigger/smaller, near/far) 	<ul style="list-style-type: none"> To begin to spatially match places (e.g. recognise the UK on a small scale and larger scale map) To know that when you ‘zoom in’ you see a smaller area in more detail 	