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# **Geography** *Curriculum*

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## Intent

Through the *Geography* curriculum at Maple School, we intend to engage and nurture our children's lifelong fascination and interest in their surroundings, and in the variety of human and physical conditions on the Earth's surface. We aim to enable our children to develop a real sense of identity and belonging through learning about their local area, the UK, Europe and other parts of the world; this feeling of identity will in turn develop their self-confidence. Our curriculum aims to develop our children's knowledge of other cultures and, in so doing, teach them to have a respect and understanding of what it means to be a positive citizen in a multi-cultural country. In addition, we want our children to build up their knowledge and understanding of sustainability and environmental issues at a local, regional and global scale so that they gain a sense of responsibility for the care of their environment, the Earth and its people.



## **Implementation**

We deliver our curriculum in order to progressively develop the children's geographical knowledge, skills and vocabulary and through fieldwork their enquiry, analytical and critical thinking skills.

In our Reception class, Geography is incorporated into the six Early Years Foundation Stage areas of learning particularly in the area of 'Knowledge and Understanding of the World', namely - People, Communities and The World. Children have the opportunity through practical experiences to investigate, observe, identify and find out about features in their environment and locality, places they visit, cultures and beliefs and the natural world around them. They are encouraged to extend and develop their geographical vocabulary by using appropriate names for features observed and express opinions about what they see.

Through Key Stage 1 and Key Stage 2, the Maple Geography Curriculum is based on the 2014 National Curriculum Geography scheme. The purpose of this scheme is for children to gain contextual **world knowledge** of locations, places and geographical features; understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space and; competence in geographical enquiry, the application of skill in observing, collecting, analysing, mapping and communicating geographical information.

In both Key Stages at Maple the children investigate places (locational and place knowledge), patterns (human and physical geography) and communicate geographically (geographical skills and fieldwork). Our curriculum planning is in three phases (long-term, medium-term and short-term). As the children move through the school there is a progressive development of geographical concepts, knowledge and skills. They extend, deepen and broaden their knowledge and understanding from the familiar and concrete to the unfamiliar and abstract.

Geography is taught as a discrete subject, usually on a half-term basis. However, its interdisciplinary nature means that teachers cover parts of its curriculum when teaching both humanities and sciences. However, children are aware of 'when' they are covering geography during these other curriculum sessions.

Geography is taught through a range of teaching methods to accommodate children's different learning styles. Visual resources are an important aid to the teaching so that all children in the class can access the lesson. We use whole-class teaching methods and combine these with enquiry-based research activities. We

encourage children to ask as well as answer geographical questions to draw them into geography, in ways which relate to their understanding and which they find meaningful. Children's' work might be in the form of written work, maps, data collection, presentations, PowerPoints, Video clips or drama. Fieldwork is integral to our teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site and beyond.

During the sessions, teachers use questions as an ongoing informal assessment to check the children's understanding. Children's work is marked and assessed against Key Skills and age-related expectations. They are encouraged to improve their own learning performance through the school marking policy.



## Impact

Through our geography curriculum, by the time that children leave Maple School, they will have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.

Our children will understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing and they show some understanding of the links between places, people and environments.

Our children will have the skills and knowledge to be able to carry out investigations using a range of geographical questions and sources of information. They will be confident to express and explain their opinions and understand why others may have different points of view.



# Geography

## Curriculum Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Exploring the school environment - outside and inside</p> <p>Walk to a local railway</p> <p>Season</p> <p>Forest school</p>	<p>Seasonal changes and Daily weather patterns. (weather, place comparisons simple data collection ) (Link to Science)</p> <p>Local Journey (St. Albans Museum)</p> <p>UK four countries and capital cities. Location, weather Landmarks comparisons</p>	<p>Destination UK: Identify the four countries and capitals, main rivers, mountains, coast of the UK. Possible link to seaside</p> <p>Oceans and seas of the world including continents</p>	<p>'One plastic bag' (English book) Sustainability Focus.</p> <p>Earthquakes and Volcanoes Location, Physical and human (how to keep safe, why people live near volcanoes?)  (linked to Science rocks)</p>	<p>Link to Romans and Roman Impact- on St Albans Maps/compass directions Transport (Watling Street), early settlement and trade</p> <p>UK Major Cities &amp; Counties Focus on Hertfordshire, Comparison with another county - urban /rural, land use transport links, jobs)  (link to non-chronological reports in English)</p>	<p>Mapping skills - Settlements/location Link with Anglo-Saxon and Vikings ( History)</p> <p>Link Earth in Space- (science) Winter / summer sun, tropics and polar areas.</p> <p>Introduction to Ordnance Survey- coordinates, symbols Contours ( link with mountains)</p>	<p>Individual Study European country Comparison of human and physical geography (i.e. population, jobs, Transport, tourism, climate, landmarks.</p> <p>What links are between the Countries Nations working together (summer)</p> <p>Migration - link to English (outsider theme)</p> <p>Time zones ( link with Maths) Prime Meridian Latitude and Longitude</p>

<p>Spring</p>	<p><b>People who help us (LD)</b></p> <p>Season Hot and cold places link to animals</p> <p>Weekly Forest school linked to topic</p>	<p><b>Identify hot and cold areas of the world (LD)</b></p> <p>Link to 'animals, habitats adaptation, weather, climate zones ,clothes, and homes ' ( science link)</p> <p>Mapping skills - globe, atlas,</p>	<p><b>Local Geography - Beyond the school gates - What are human and physical features?</b></p> <p>Simple mapping routes, 4 compass directions and key &amp; symbols</p> <p>Compare St Albans with another place in UK e.g. seaside</p>	<p><b>St. Albans local environment Focus - land use-</b></p> <p>Look at variety of maps. Regions Human and physical features Why visit St Albans? Fieldwork maps and compasses.</p> <p>Comparing to another place in UK (tourist /leisure slant)</p> <p>Settlement/location Links to local History - Celts Different types of settlement Mapping skills.</p>	<p><b>Weather/ Biomes/Climate Zones</b></p> <p><b>Rainforests</b> (Focus study on the Amazon Basin) Link to The Great Kapok Tree - English</p> <p><b>Weather</b> Data collection .Link to Maths graphs <b>Extreme/adverse weather</b></p> <p>Human /physical impact [Link to the Water Cycle: Science]</p>	<p>World countries -<b>North and/or South America.</b> Human and physical landmarks Comparison with one European area Completed during lockdown, compared North America to UK (Plan Bee Unit)</p> <p><b>Water cycle</b>-revisit <b>Sustainability</b> - water a natural resource and improving water supplies . Link to River Ver (Summer Term)</p>	<p><b>Polar Regions</b> human and physical features LD /processes - Impact Focus Climate change</p> <p><b>Energy UK</b> Resources - non-renewable /renewable/ New sources of energy in the future.</p>
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<p>Summer</p>	<p>Class butterflies</p> <p><b>Planting and growing plants and vegetables</b></p> <p><b>All around the world - different countries</b></p> <p>Walk to Clarence Park</p> <p>Season</p> <p>Forest school</p>	<p><b>Around our School</b> <b>Where do I live?</b> Address. Google Earth</p> <p><b>Houses and Homes</b> (Homes - link to History) Find different types of houses around school. Compare with homes in other countries</p> <p>Field work <b>Recognise local features immediately around school</b> -houses green areas road railway</p> <p><b>Mapping skills</b> -simple maps and our school and playgrounds, Clarence park. (Link to DT )</p>	<p><b>Islands</b> Types, study of a UK island and possible Caribbean island using human / physical geography <b>vocabulary</b> comparisons and contrasts</p> <p>Fieldwork ( if not covered in spring term)</p> <p><b>Outside the school gates.</b> Identifying human features and physical features.</p> <p>Introduce OS symbols, digimap</p>	<p><b>European</b> study locating &amp; naming variety of <b>capital cities</b>, main human and physical landmarks. comparison</p> <p><b>Regions of the UK</b> <b>Focus - land use (key physical and human landmarks) - East of England</b> Comparison with another region</p> <p>Fieldwork -St Albans and local area identifying different types of land use <b>Mapping</b> leisure/recreational, services etc</p>	<p><b>Local Study</b> Fieldwork. How can we find out how St Albans has changed? Changes over time and growth of St Albans now</p> <p>Link to History Celts, Romans , Tudors 19<sup>th</sup> century- railways, 20<sup>th</sup> century</p> <p>Look at street names, change of buildings/land use (photographs, maps, interviews )</p> <p>Environmental problems - <b>fair trade/natural resources</b>. Link to The Amazon basin - palm oil</p>	<p><b>Rivers and Mountains</b> Location, Physical processes and <b>link to human uses and effects on environment</b></p> <p><b>Local study Field work - River Ver- a chalk river</b> Mapping skills- Data collection Contours Introduce GIS- digimap &amp; Google maps</p>	<p><b>Coastal region -</b> Coastal features and processes Residential week to the Isle of Wight</p> <p>Fieldwork Enquiry based <b>Economic activity</b> Shopping Survey -CBD - High Street St Albans Mapping skills 'reading an OS/ digital map' Data collection GIS</p>
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Key Skills

	<u>Key Skills</u>	<u>Key Skills</u>	<u>Key Skills</u>	<u>Key Skills</u>	<u>Key Skills</u>	<u>Key Skills</u>	<u>Key Skills</u>
	<p><b>Investigate places</b></p> <p>To talk about similarities and differences in relation to places, objects, materials and living things. (ELG - World)</p> <p>To talk about the features of their own immediate environment and how environments might vary from one another. (ELG - World)</p>	<p><b>Investigate places</b></p> <p>Can name and locate the four countries and capital cities of the United Kingdom and some surrounding seas</p> <p>Can recognise some characteristics of the four countries and capital cities in the UK</p> <p>Can talk about the key human and physical features of our school and grounds and the area surrounding Maple .</p>	<p><b>Investigate places</b></p> <p>Can name and locate the world's seven continents and five oceans.</p> <p>Can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Can identify the key human and physical features of a small area of the UK and a small area in a contrasting non-European country.</p>	<p><b>Investigate places</b></p> <p>Can describe the location of our local area, noting what gives it character</p> <p>Can describe simply the location of places beyond the local area.</p> <p>Can describe what places are like beyond our local area.</p> <p>Can name and locate geographical regions and their identifying features (including hills, mountains, and cities) and understand how these have changed over time.</p> <p>Can use a range of maps, atlases, globes and digital / computer mapping to locate countries and features.</p>	<p><b>Investigate places</b></p> <p>Is beginning to appreciate the importance of wider geographical knowledge in understanding place.</p> <p>Begins to describe and compare features of different locations, offering explanations for the location of some of those features.</p> <p>Shows awareness that different places may have both similar and different characteristics.</p> <p>Can compare the use of a range of maps, atlases, globes and digital / computer mapping to locate countries and features.</p>	<p><b>Investigate places</b></p> <p>Can describe some features of a variety of places around the world from local to global.</p> <p>Can understand that there are links between separate places and that some places depend on each other.</p> <p>Can use a range of geographical resources (including paper and digital based maps) to give detailed descriptions and opinions of the features of a location.</p>	<p><b>Investigate places</b></p> <p>Can describe the features of a variety of places from local to global and in different parts of the world.</p> <p>Can understand about the links and relationships between separate places.</p> <p>Can understand that some places are dependent on each other.</p> <p>Can analyse and give views on the effectiveness of different geographical representations of an area.</p>

		<p><b>Investigate patterns</b></p> <p>They make observations of the environment and explain why some things occur, and talk about changes. (ELG - World)</p>	<p><b>Investigate patterns</b></p> <p>Can use basic geographical vocabulary to refer to key physical and human features of School and the immediate surrounding area.</p> <p>Can identify and use some detailed observations about seasonal and daily weather patterns in the United Kingdom</p> <p>Can locate hot and cold areas of the world in relation to the equator and the North and South Poles.</p>	<p><b>Investigate patterns</b></p> <p>Can refer to key physical and human features and simple patterns of land use, using appropriate basic geographical vocabulary.</p> <p>Can identify some similarities and differences between contrasting localities</p>	<p><b>Investigate patterns</b></p> <p>Can observe and describe physical and human features of the local area and other places nearby.</p> <p>Can describe how the locality of the school has changed over time.</p> <p>Can begin to compare features of the local area to another place beyond this area.</p> <p>Can begin to understand how people can affect the environment.</p>	<p><b>Investigate patterns</b></p> <p>Can name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Equator the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Begins to describe physical and human processes, offering reasons for observations and opinions about places and environments.</p> <p>Can recognise how people try to improve and keep environments.</p>	<p><b>Investigate patterns</b></p> <p>Can Identify and describe geographical significance of latitude and longitude, Greenwich Meridian (Prime Meridian),</p> <p>Can describe and begin to explain geographical patterns and a range of human and physical processes.</p> <p>Can recognise that human and physical processes interact to affect the lives and activities of people living there.</p> <p>Can understand how people can both improve and damage the environment.</p>	<p><b>Investigate patterns</b></p> <p>Can identify and explain a range of physical and human processes.</p> <p>Can understand that physical and human processes interact to produce distinctive characteristics of places.</p> <p>Can describe ways in which physical and human processes operate at different scales to create geographical patterns which can lead to changes in places.</p> <p>Can describe how countries and geographical regions are interconnected and interdependent.</p>
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		<p><b>Communicate geographically</b> Can describe their relative position such as 'behind' or next to'. (40-60 SSM)</p> <p>Children use everyday language to talk about position and distance to solve problems. (ELG - SSM)</p>	<p><b>Communicate geographically</b> Can locate the United Kingdom on a world map.</p> <p>Can use simple locational and directional language (near and far, left and right).</p> <p>Can use simple compass directions.</p> <p>Can use simple fieldwork and observational skills to study the geography of the school.</p> <p>Can devise a simple map.</p>	<p><b>Communicate geographically</b> Can ask and answer basic geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>Can use world maps, atlases and globes to identify the UK (including its countries) and other countries studied.</p> <p>Can use simple compass directions and simple grid references to communicate geographically.</p> <p>Can use aerial photographs and plans to recognise landmarks to devise a simple map. Can use and construct basic symbols in a key</p>	<p><b>Communicate geographically</b> Can carry out simple tasks, using own observations and resources given to ask and answer questions about places and environments.</p> <p>Begins to use geographical words to communicate ideas.</p> <p>Can use the eight points of a compass, symbols and key to communicate knowledge of the UK and the wider world.</p>	<p><b>Communicate geographically</b> Can use skills and evidence to answer a range of geographical questions.</p> <p>Begins to investigate answers and use correct vocabulary to share findings.</p> <p>Can use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the UK and the wider world.</p>	<p><b>Communicate geographically</b> Can draw on geographical knowledge and understanding to suggest suitable enquiry questions.</p> <p>Can suggest an appropriate sequence of events and use geographical skills to conduct an enquiry.</p> <p>Can communicate findings using the appropriate vocabulary</p> <p>Can use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the UK and the world.</p>	<p><b>Communicate geographically</b> Can explain own views, using relevant geographical vocabulary (including climate zones, biomes, settlements, land use, distribution of natural resources)</p> <p>Can suggest own geographical enquiry, selecting and using appropriate skills.</p> <p>Can present findings graphically and in writing.</p> <p>Can create maps of locations identifying patterns (such as: land use, population densities, height of land).</p> <p>Can reach a conclusion in order to evaluate information.</p>
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				Can use simple fieldwork and observational skills to study the geography of the key human and physical features of the environment chosen to study.				
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