



Geography *Curriculum*



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.



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Subject: Geography (Key skills (ARE assessments) added into last row - please check each year group)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC requirements	Comparison of a small area of the UK with a small area in a contrasting non-European country			Comparison of UK area with an European area and a North or South American area			
Autumn	<p>Exploring the school environment - outside and inside</p> <p>Walk to a local railway</p> <p>Journey stick</p> <p>Seasons (Simple weather data collection)</p> <p>Forest school</p>	<p>UK four countries and capital cities. Location, Landmarks comparisons within UK</p> <p>Seasonal changes and Daily weather patterns comparisons of places within UK and beyond simple data collection) (Link to Science)</p> <p>Local Journey (St. Albans Museum) journey stick/route</p> <p>History Samuel Ryder trail</p>	<p>Destination UK: Identify characteristics of the four countries (and capitals),</p> <p>Focus on landscape- What can you spy from the sky? main rivers, mountains/range, and coast, main cities of the UK transport links(road rail)</p> <p>Oceans and seas of the world including continents</p>	<p>Earthquakes and Volcanoes Location, physical and human focus</p> <p>Science link -rocks Local study St Albans- (Cathedral - flint) and Chilterns (Chalk)</p> <p>UK regions e.g. volcanic rock -lake District National park</p> <p>St. Albans (History link Celts)</p> <p>Settlement (PlanBee lessons) location</p> <p>Links to local History - Celts</p> <p>Why and where did the Celts settle by the River Ver?</p>	<p>UK Focus Major Cities & Counties? Cities & counties they can name /identify Focus on Hertfordshire, & neighbouring counties. Comparison with another county - urban /rural, land use, population, transport links, jobs).</p> <p>St Albans & surrounding area (History link) Settlement-settlers / location / Economy / Trade Link to Romans and the Roman Impact</p> <p>Why and where did the Romans settle in this area? Impact on this area? Importance of St Albans in England maps transport links, tradMaps/compass directions</p> <p>History Museum visit - Can you map a safe walking route to get there? Risk assessment</p> <p>Weather Topic collected throughout the year so the data collected reflects seasonal weather changes</p> <p>Difference between Weather & Climate. Weather instruments. Forecasting- maps and symbols Data collection (fieldwork) school grounds. Link to Maths graphs</p>	<p>Settlements location / trade</p> <p>Link with history local area: explore change of location of St Albans town during Anglo-Saxon and Vikings</p> <p>Link Earth in Space- (science)</p> <p>Winter / summer/day & night, tropics and polar areas.</p> <p>World countries -North and South America</p> <p>Focus - N America</p> <p>Countries Human and physical landmarks including biomes ,population economy,</p> <p>Choose a region compare with other regions in UK & Europe</p>	<p>Our World / UK: How good is your geographical knowledge and vocabulary? Cover over the whole year</p> <p>World Knowledge People and Places Focus on China (PlanBee)</p> <p>Hong Kong - Yr 6 pupils link Location</p> <p>Human impact on physical features</p> <p>Economic growth Trade - links with over countries.</p> <p>Time zones (covered in Maths) comparing UK time with locations around the world</p> <p>Prime Meridian Latitude and Longitude Day & Night recap</p>

Spring

People who help us
(People, Culture and Communities)

The Natural World
Season

(Simple weather data collection)

Hot and cold places link to animals, simple globe atlas , countries Comparison

Forest school

Identify hot and cold areas of the world in relation to the equator and North and South Poles (science link)

Link to Animals, habitats, adaptation, weather, climate zones, clothes, and homes '

Comparison with St Albans

Mapping skills - globe, atlas, Equator, N and S Poles

Islands

Identify types of (volcanic, coral, hot, cold etc) modelling
Study of a UK island and compare with a Caribbean island (e.g. .St Lucia)
Use human and physical geography vocabulary to make comparisons

Famous people linked to St Albans locate buildings associated what are they now used for?

Welcome to the UK

Focus:

Regions,

Focus on different regions of UK - key physical and human landmarks

Land use,

Different types

Settlement

Different types
Name and locate Main cities.

Regions of England -

name and locate
Special study
East of England
Comparison with other regions

Biomes and Climate Zones

locations and characteristics (difference between weather and climate)

Tropics of Cancer and Capricorn

Example of biome

Rainforests Where can they be found?

Focus study on **Brazil** - the rainforests in the **Amazon Basin**

Link to The Great Kapok Tree - English

Natural resources.

Sustainability Link to The Amazon basin Poster to explain issues
Deforestation - climate change

Palm oil

Fairtrade

Extreme/adverse weather- Could be an **English focus** link to non-chronological reports/ poetry in English
Human /physical impact

Introduction to Water Cycle - Science link

Introduction to Ordnance Survey-Scale symbols

identification of landscape rural/urban

Focus in on uplands (hills, mountains) and rivers

Contour lines

Water cycle-revisit
Link to formation of rivers

Sustainability - water a natural resource - how can we reduce water consumption and improving water supplies?

Link to River Ver - problems with water consumption

Local study

Field work - River Ver - a chalk river data collection in spring /and summer

Polar Regions

(example of biome and climate zone, link with Year 1)

Comparison of: **Arctic and Antarctica** key human and physical features / processes

Focus Climate change and global warming

People and Planet (Plan Bee) What can we do ?

Energy UK Resources Energy Debate (mini topic)

Location and issues around

Non-renewable (Fossil fuels) & **renewable** plus **new sources of energy in the future.**

Summer

<p>Class butterflies</p> <p>Planting and growing plants and vegetables</p> <p>All around the world - different countries</p> <p>Comparisons</p> <p>Walk to Clarence Park</p> <p>Season</p> <p>Forest school</p>	<p>Around our School- Where do I live? Our Address. Google Earth Aerial view</p> <p>Field work Mapping Our school & school grounds Simple Mapping skills Using aerial view & photographs, Drawings: layout of classroom, our school and Grounds,. Pictorial representation.</p> <p>Design own symbols to represent features on simple maps. Sense of Place</p> <p>Start to recognise physical (natural) and human (manmade) features in school and immediately in local area around school -.</p> <p>Find different types of buildings, street furniture green spaces around school.</p> <p>My route from home to school</p> <p>Where is Clarence park? What do you spy along your route- journey stick. (Link to DT playgrounds)</p>	<p>Local Geography Beyond the school gates -</p> <p>What are human and physical features?</p> <p>Land use -school and school grounds (i.e. inside school different areas & school grounds outside) Simple map with key and own symbols to represent different areas.</p> <p>Fieldwork survey streets around school or High Street. Link to history topic Identify different uses of buildings, residential, shops green areas -</p> <p>Simple mapping Routes, 4 compass directions. 2 grid points. Locational and directional language to describe location, routes and features.</p> <p>Key & simple identification of OS symbols- Mapping skills , Anecdotal evidence</p>	<p>European study locating & naming variety of capital cities, main human and physical landmarks.</p> <p>Comparison with UK</p> <p>Our local area (PlanBee scheme)</p> <p>Being a cartographer</p> <p>Making maps</p> <p>Making maps, 8 compass points, coordinates(2-4 coordinates) Digimap, simple recognition of a selection of OS symbols</p> <p>Fieldwork -St Albans and local area</p> <p>Focus on tourist/ Leisure/recreation / services /transport links E.g. survey and map Verulamium Park and immediate streets</p>	<p>Local Study Changing landscape. Has St Albans changed? 'The City that went uphill'</p> <p>Mapping, survey / questionnaire, fieldwork. Historical Geography Evidence from historical maps (Digimap) i.e. street names, change of buildings use /industry, land use. Population Annotate Digimap maps to illustrate change of use, interviews.</p> <p>Mapping OS maps -reading a map scale (basic) 8 point compass 4 grid points</p>	<p>Rivers and Mountains World & UK - major</p> <p>Location, Physical processes and link to human uses and their effects on this environment Focus on: Rivers with local fieldwork study and data collection from River Ver</p> <p>Mountains could be covered though OS work on contours and/or focus on an independent study of a mountain range in the world (homework)</p> <p>Mapping skills- Data collection sketch maps</p> <p>Introduce GIS (using Digimap)</p>	<p>Mapping skills to be covered/recapped:</p> <p>Reading an OS map Scale</p> <p>Symbols (wider range) 6 figure coordinates</p> <p>Data collection Link to fieldwork)</p> <p>GIS link to Digimap (adding/ building up information onto a digital map)</p> <p>Fieldwork Enquiry based economic activity e.g. Transport or shopping survey CBD - High Street/ surrounding streets St Albans- Design questionnaire, pictorial representations to show findings.</p> <p>Study - Residential week Where is it in the UK Google maps /Digimap Design route to get there? What is the region like- human and physical? If coastal region - study Coastal features and processes</p>
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Key Skills	Investigate places	Investigate places	Investigate places	Investigate places	Investigate places	Investigate places	Investigate places
	<p>Recognize some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate maps.</p> <p>(EYFs People, Culture and Communities)</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 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 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>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>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>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>Know some similarities and differences between different religious and cultural communities</p> <p>(EYFs People, Culture and Communities)</p>	<p>Can talk about the key human and physical features of our school and grounds and the area surrounding Maple.</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>				

Key Skills	Investigate patterns	Investigate patterns	Investigate patterns	Investigate patterns	Investigate patterns	Investigate patterns	Investigate patterns
	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants(EYFs- The Natural World)</p> <p>Observing similarities and differences between the natural world around them and contrasting environments. (EYFs- The natural World)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (EYFs- The natural World)</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>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>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>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>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>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>

Key Skills	Communicate geographically	Communicate geographically	Communicate geographically	Communicate geographically	Communicate geographically	Communicate geographically	Communicate geographically
Use simple locational language		Can locate the United Kingdom on a world map.	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?)	Can carry out simple tasks, using own observations and resources given to ask and answer questions about places and environments.	Can use skills and evidence to answer a range of geographical questions.	Can draw on geographical knowledge and understanding to suggest suitable enquiry questions.	Can explain own views, using relevant geographical vocabulary (including climate zones, biomes, settlements, land use, distribution of natural resources)
Draw information from a map		Can use simple locational and directional language (near and far, left and right).	Can use world maps, atlases and globes to identify the UK (including its countries) and other countries studied.	Begins to use geographical words to communicate ideas.	Begins to investigate answers and use correct vocabulary to share findings.	Can suggest an appropriate sequence of events and use geographical skills to conduct an enquiry.	Can suggest own geographical enquiry, selecting and using appropriate skills.
		Can use simple compass directions.	Can use simple compass directions and simple grid references to communicate geographically.	Can use the eight points of a compass, symbols and key to communicate knowledge of the UK and the wider world	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.	Can communicate findings using the appropriate vocabulary	Can present findings graphically and in writing.
		Can use simple fieldwork and observational skills to study the geography of the school.	Can use aerial photographs and plans to recognise landmarks to devise a simple map. Can use and construct basic symbols in a key			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.	Can create maps of locations identifying patterns (such as: land use, population densities, height of land).
		Can devise a simple map	Can use simple fieldwork and observational skills to study the geography of the key human and physical features of the environment chosen to study.				Can reach a conclusion in order to evaluate information.