



# Be a Geographer!

## Geography Curriculum – Intent, Implementation and Impact

Our intention in Geography is to encourage and assist all children to develop critical understanding of and respect for the environment and world in which they live. Children begin to understand that what happens in the world has an impact on their own lives, and that they have a role as a global citizen.

Our Geography Curriculum is skills based, and is carefully planned to ensure progression of both skills and knowledge across the school. Where possible Geography skills are linked to an overarching topic, but any topic links are purposeful and engaging. Some skills are taught more discretely, to ensure a full coverage of the National Curriculum objectives. The long term plan is reviewed annually to ensure we are reflecting the needs and cultural capital of the pupils.

Our 'Golden Threads' which are woven throughout our Geography curriculum are Places and People. These are linked to 'Big ideas of Geography' where Place encompasses place/space/scale and People encompasses physical and human processes, interdependence, environmental impact, sustainable development, cultural awareness, cultural diversity

A range of sources are used to develop pupils understanding and knowledge. The use of maps, photographs, portraits, artefacts, written materials, ICT based materials, data and TV/film extracts supports and enhance the learning for our pupils. Fieldwork and visits are a purposeful and integral part of the curriculum, and enable the children to embed their History and Geography learning within the context of their own lives and their own localities. Through this children develop a sense of self and of their place in the world, and their role as a global citizen. Examples include trips to Watermead Park, Warwick Castle and planned visits from the Fire Brigade, Ambulance Service and our local PSCO.

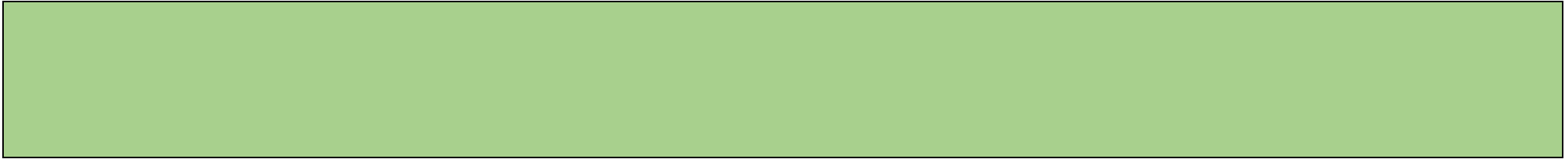
Pupils work in a variety of contexts - individually, in groups and as a class. They present their knowledge and understanding in a variety of ways (for example, through drama, debate and various writing styles).

### **Oracy**

Oracy is a key focus within the Geography curriculum, to develop Literacy skills across all subject areas and to establish pupils as eloquent and reflective geographers. Subject specific vocabulary is highlighted on the curriculum for each year group, and is progressive and ambitious.

### **SEND**

We believe that every child should be respected as an individual and has the right to learn and develop their talents and abilities (Article 29). We adapt the curriculum and supply resources to suit pupil's individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning. Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum due to their individual learning profile, therefore they may not necessarily access all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match. The individual needs of all children will be accounted for in the provision and teaching and learning.



**Location - skills and knowledge**

**EYFS**

**Year 1**

**Year 2**

<p><b>3 &amp; 4 year olds</b>          Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>ELG          Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p><b>I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</b></p> <p><b>I can understand how places are linked together (eg road, train)</b></p> <p>I know that my school is in Thurmaston</p> <p>I know that Thurmaston is in Leicester</p> <p>I know the directions left, right, near, far</p> <p>I know that the 4 countries in the United Kingdom are England, Scotland, Wales and Northern Ireland</p> <p>I know that the capital cities are:          England: London          Scotland: Edinburgh          Wales: Cardiff          N. Ireland: Belfast</p> <p>I know that we can travel between places by car, foot, rail and bus.</p>	<p><b>I can use world maps, atlases and globes to label the seas surrounding the United Kingdom</b></p> <p><b>I can use world maps, atlases and globes to identify the world's seven continents and five oceans</b></p> <p>I know that the seas surrounding the UK are the North Sea, the Irish Sea, the Celtic Sea and the English Channel</p> <p>I know that the continents are Asia, Africa, North America, South America, Europe, Antarctica and Australasia</p> <p>I know that the 5 oceans are Atlantic, Pacific, Indian, Arctic and Southern</p>
<p><b>Home, school, near, next to, far away, hot, cold, weather, sun, rain, world, country, England, map, seasons, Spring/Summer/Autumn/Winter</b></p>	<p><b>Place, capital, near, far, left, right, island, town, village, city, population, landmark, Thurmaston, Leicester, United Kingdom</b></p>	<p><b>country, continent, ocean</b></p>
<p><b>Place- skills and knowledge</b></p>		

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<p><b>Reception</b> Recognise some environments that are different to the one in which they live.</p>	<p><b>I can observe or look at pictures/videos of a locality and ask geographical questions eg what is like to live in this place? How is this place different to where I live?</b></p> <p><b>I know about changes in the locality and can talk about ways to improve it (eg the school environment)</b></p> <p><b>I can describe what I like and dislike about a place or environment</b></p> <p>I know the local landmarks St Michael’s Church, the War Memorial, Watermead Park, Thurmaston Retail Park.</p>	<p><b>I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non - European country</b></p> <p><b>I can express my own views about a place, people and environment and give reasons to support my answers.</b></p> <p>I know the name of a non-European country, can name the continent that it is on and can locate it on a map or globe.</p> <p>I know some facts about the physical features of the non-European country (eg. climate, mountains, oceans that surround it)</p> <p>I know some human features of the non-European country (population, housing)</p>
<p><b>Home, school, near, next to, far away, hot, cold, weather, sun, rain, world, country, England, map, seasons, Spring/Summer/Autumn/Winter</b></p>	<p><b>Rubbish / litter, landmarks, observations, record, local area</b></p>	<p><b>Climate, population, housing, mountains, oceans</b></p>
<b>Human and physical - skills and knowledge</b>		
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>

<p><b>Reception</b> Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p><b>I can describe seasonal weather changes</b></p> <p><b>I can use basic geographical vocabulary to refer to key physical features and key human features.</b></p> <p>I know that a human feature is manmade and a physical feature is natural</p> <p>I know that people can damage places (eg litter in school)</p> <p>I know the 4 seasons are Summer, Autumn, Winter and Spring</p> <p>I know the main types of weather – rain, sun, wind, cloud, snow, hail, storm</p> <p>I know that different places have different weather eg in the UK the further North you go the colder it gets</p> <p>I know that we need to look after our environment (locally and globally) and can talk about some simple ways to do this</p>	<p><b>I can identify seasonal and daily weather patterns in the United Kingdom</b></p> <p><b>I can identify location of hot and cold areas in the world in relation to the Equator and the North/South Poles.</b></p> <p>I know which months of the year belong to which season</p> <p>I know that the Equator is the midline of the Earth</p> <p>I know that the closer countries are to the Equator the hotter they will be</p> <p>I know that things that humans do affect our environment, and I can talk about some of the ways that we can be more sustainable</p>
<p>Home, school, near, next to, far away, hot, cold, weather, sun, rain, world, country, England, map, seasons, Spring/Summer/Autumn/Winter</p>	<p>Weather, features, human, physical, seasons, weather forecast, symbols, satellites, observations, record, temperature, seaside, sea, recycling, environment</p>	<p>Equator, North and South Poles, seasonal, thermometer, satellite, coastal, sustainable</p>

**Fieldwork - skills and knowledge**

EYFS	Year 1	Year 2
<p><b>Reception</b> Draw information from a simple map</p> <p>ELG Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p><b>I can look at pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?</b></p> <p><b>I can use locational and directional language to describe the location of features and routes.</b></p> <p><b>I can observe and record information about the local area e.g. how many bus stops are there close to the school.</b></p> <p><b>I can study aerial photographs of the school/ local area and identify key features e.g. school, church, park, shops.</b></p> <p><b>I can create my own simple map or plan.</b></p> <p>I know that a map is a picture or photo of a place from above</p> <p>I know the map symbols for school, large roads, church, shop, campsite, train station, bus stop, nature reserve, campsite</p> <p>I know how to use left/right/ near/ far to describe where a place is</p>	<p><b>I can draw my own map of the local area, using basic symbols in a key</b></p> <p><b>I can use simple compass directions (North, South, East and West) and locational and directional vocabulary to describe the location of features and routes on a map.</b></p> <p><b>I can observe and record features around the local area eg. the plants and animals seen at Watermead Park compared to the animals seen on the road. I can make suggestions for the cause of the differences.</b></p> <p><b>I can show what I have found out in different ways e.g. reports, graphs, sketches, diagrams, pictures.</b></p> <p><b>I can research a specific place in the world using a range of resources including books and ICT (eg. one of the Seven Wonders of the World).</b></p> <p><b>I can look at pictures/videos of two differing localities and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?</b></p> <p>I know North, South, East and West on a compass/ map</p> <p>I know the 7 Wonders of the World are: Taj Mahal , Colosseum , Great Wall of China , Christ the Redeemer , Machu Picchu, Chichen Itza, Petra</p>
<p>Home, school, near, next to, far away, hot, cold, weather, sun, rain, world, country, England, map, seasons, Spring/Summer/Autumn/Winter</p>	<p>Aerial view, symbol</p>	<p>Compass, graphs, sketches, diagrams, North, East, South, West, traffic</p>