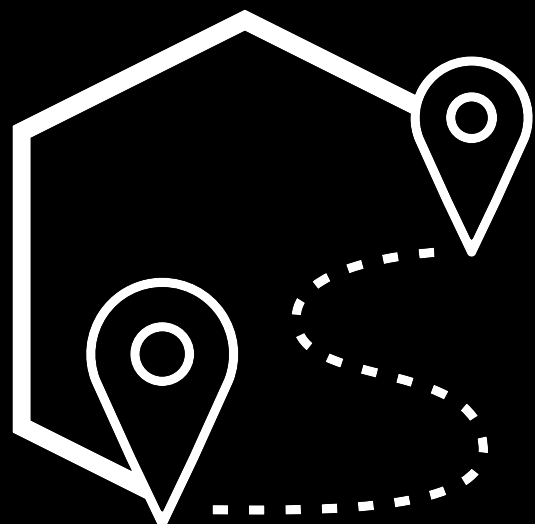
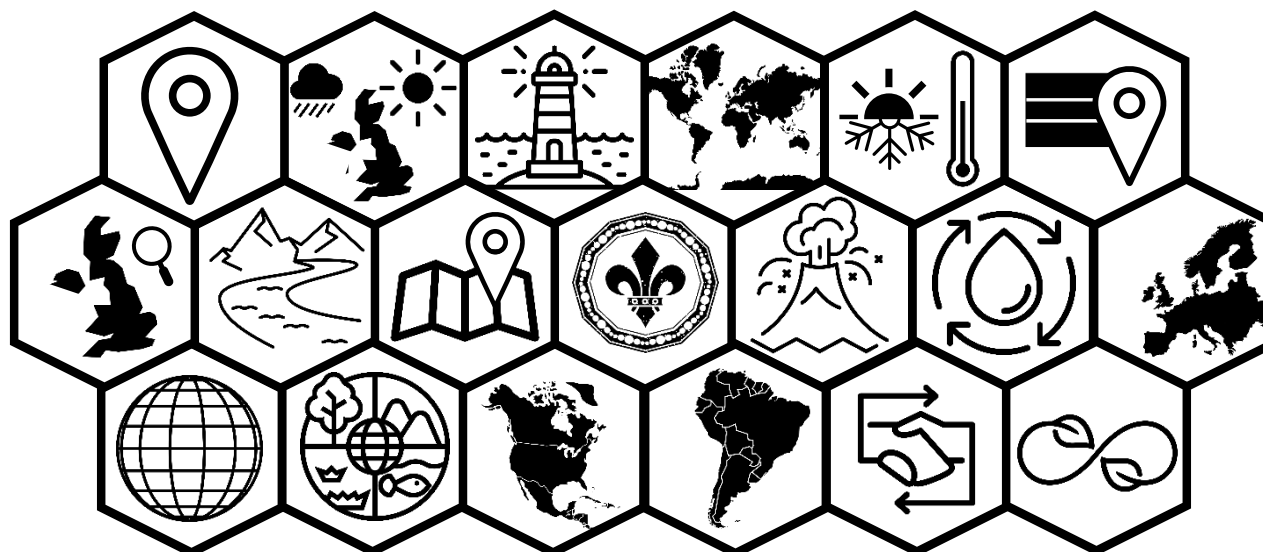


ST MARY'S, WELHAM GREEN



GEOGRAPHY CURRICULUM

V 1.0



"Inspiring fascination about the world and its people"

GEOGRAPHY

OVERVIEW



Understanding the World:
ELG People, Culture and Communities
ELG Understanding the World: The Natural World

GEOGRAPHY OVERVIEW

Our geography intent is, “Inspiring fascination about the world and its people”. We inspire young geographers to flourish and give them the skills, knowledge and learning experiences that promote an enthusiasm for and enjoyment of geography into the future. The curriculum is our model of progression. Knowledge (disciplinary and substantive) increases in complexity from EYFS through to the end of KS2 in a carefully structured sequence. Our curriculum empowers the children of St Mary’s, Welham Green to see the world, explore our identity and relationships and consider how we look after our planet and its people.

We don’t follow a scheme; we follow our curriculum.

As a school we have bought into some high-quality schemas and are able to provide high-quality resources. We realise, however, that it is essential that learning starts with where our children are, and that learning is sequenced and adapted to each individual class. This is why we have created our enquiry overview Teacher Guide sheets.

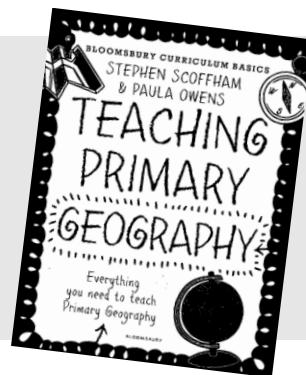
The prompts on our enquiry Teacher Guide sheets have been designed to help teachers identify the steps in progression, within each enquiry, in order for children to achieve the **broad National Curriculum objectives (shown in bold under the enquiry question at the top of each page)**. It also aims to guide teachers in how to unpack these enquires through answering key questions and imparting key knowledge. We have also signposted where previous learning has happened so that teachers can ensure objectives from previous years are embedded and where not ensure they are revisited.

Many schemes of work have far too much content, so teachers need to be selective based on what best covers the national curriculum knowledge statements whilst maximising the opportunities for developing children’s geographical working skills through the full range of enquiry. We also know that some schemes of work do not stick to the national curriculum statements and stray into content from later year groups or key stages. Using our enquiry Teacher Guide sheets can help teachers to identify what is necessary, and what is not, and therefore select activities accordingly.

Schemas we have that you can use to implement the teaching of our geography curriculum at St. Mary’s School.

These can be located on the staff server in the Teacher Folder / Geography

- Purple Mash
- Twinkl planit
- Teaching Primary Geography
- Teacher’s Pet



Key Mapping Links

[ArcGIS](#) is an incredibly powerful mapping and GIS program that we are subscribed to. It includes Ordnance Survey Map layers, annotation capability, data search and data-import functions. Make sure to look at the [teaching guide](#) to find out how to use it first!

[Google Earth](#) has digital imagery and 3D views of earth (ocean and space views are also available)

[Google maps](#) is a free mapping programme with street view and layers. Children can also annotate using their google accounts.

[Ordnance Survey](#) has many resources for mapping the United Kingdom as well as education resources for teachers. Also hosts [Mapzone](#) an interactive website that teaches KS2 children map skills.

[World mapper](#) visualizes data about the world communicated in on maps relative to comparative territory size

[Earth wind map](#) – shows wind patterns around the world, as well as tides and currents.

[Map Skills](#) is a guide from Ordnance Survey on using a compass, grid lines, scale and symbols.

Other Resources

[Place Check Info](#) has facts and status about local places.

[Neighbourhood statistics](#) contains ONS data for neighbourhoods across the UK

[Geograph](#) has photos from across the UK related to OS maps.

[BBC Teach](#) for free lesson resources and [BBC Bitesize](#) for children to access learning at home or school. The video clips can provide excellent ways to summarise learning or as a springboard for inspiration.

The Week Jr newspaper and NatGeo Kids regularly features stories about geographical locations and findings which are excellent for whole class reading and can link to your enquiries.

We have a great range of books in the school library that can be used to inspire children.

[DK Find Out!](#) is another great website with pictures, videos and quizzes that link to geography.

The Non-Negotiables

Each Year

- A name/subject label on the school pro-forma is stuck on the front of an A4 purple book for each child
- A geography skills hex is stuck in the back cover of the geography books.

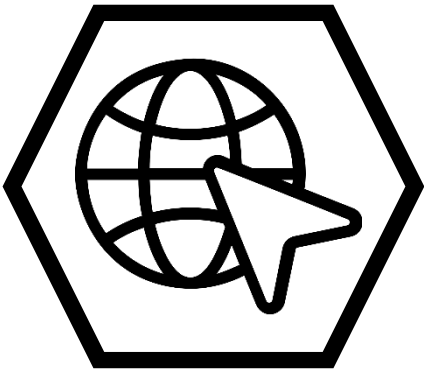
Each Enquiry Unit

- Ensure that the enquiry question has been met through the key questions and imparted the key information.
- Look carefully at how you are explicitly teaching, modelling, and independently giving children the opportunity to use the disciplinary skills (identified on the Geography Hex).
- Plans and slides for the enquiry should be saved into the Geography folder on the staff server (there are templates that can help with this)
- At the end of the unit, feedback is given to the subject leader on annotated enquiry Teacher Guide sheet (including any new resources found, vocabulary queries/additions, things that need amending/removing/improving etc.)
- Links to literacy and numeracy are always firmly completed in the service of geography, but each unit should produce an opportunity to write findings at length (National Curriculum statement).

Each Lesson

- Lessons are presented as enquiries that help explore the overarching unit enquiry.
- Children stick in a lesson sticker with the enquiry question and the Geography Hex skills icons.
- Lessons begin with retrieval practice from prior learning and crucial components are emphasised and repeated (this should include content from previous years using the threads to support e.g., if looking at areas in the UK you might go back to UK and its weather from Year 1.
- Every lesson ends by reflecting on the enquiry question posed at the start of the lesson, highlighting the key substantive content and identifying the skills that have been used (marking these on the lesson label)

St Mary's, Welham Green inspires young geographers to flourish and give them the skills, knowledge and learning experiences that promote an enthusiasm for and enjoyment of geography into the future.



**locational
knowledge**

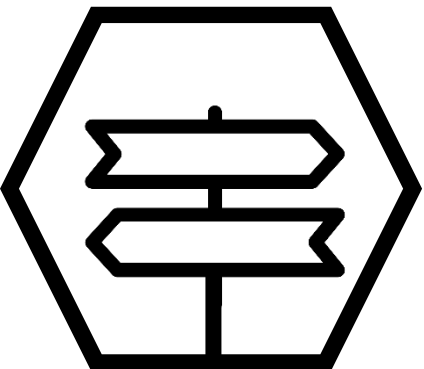
Locational knowledge is the foundation upon which geographical understanding is built. It may be gleaned from the information in maps and globes. It is important for students to have locational knowledge so that they have a firm grounding in the basics of local, national and world geography.

In EYFS children begin to use positional language and understand features of their immediate environment..

In KS1 children look closely at the world identifying the seven continents, five oceans and use the four cardinal compass points .

In LKS2 children learn to locate the world's countries using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. They identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.

In UKS2 children learn to locate the world's countries using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. They identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)



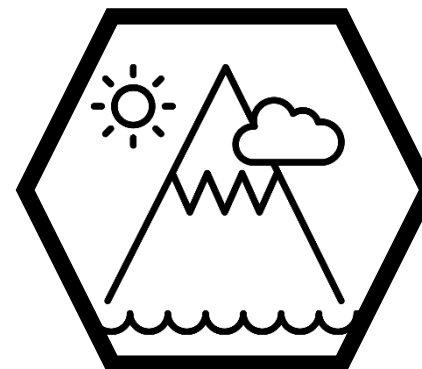
**place
knowledge**

Place is a physical area that can be located and that has a personal meaning, attachment or distinct identity. Place connects physical and human geography bringing meaning to a location and its processes.

In EYFS children develop a sense of place in their home, classroom and school.

In KS1 children learn more about their local area, the environment and our place in it. They compare this and learn about a coastal area in the UK and Kaiaf, The Gambia.

In LKS2 children identify and compare human and physical characteristics of Europe with a case study focusing on Tatra Mountains, Poland. They learn about counties and regions of the UK. In UKS2 children identify and compare human and physical characteristics of North America (through a case study of Jamaica, the Caribbean) and South America (the Amazon).



**physical
geography**

Physical geographers observe, measure, and describe Earth's surface. They study how landforms develop, how they change and how different landforms affect climate.

In FS children explore the natural world around including the environment and seasons.

In KS1 children recognize the similarities and differences between the world around them and contrasting environments. They learn to identify seasonal and daily weather patterns and locate the hot and cold areas of the world.

In LKS2 children understand important processes and changes in the world around them, including those affecting the land, bodies of water and the air.

In UKS2 this develops with a focus on biomes and exploring sustainability issues of natural resources.



**human
geography**

Human geography focuses on where people live, what they do, and how they use the land.

In EYFS children talk about their homes and school and look at other cultures and communities.

In KS1 children learn about different types of settlements and land use (including villages, towns, cities, farms, factories, houses, offices, ports, harbours and shops). They learn about the impact of weather and hot/cold areas on people.

In KS2 children explore human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.



**environmental
education**

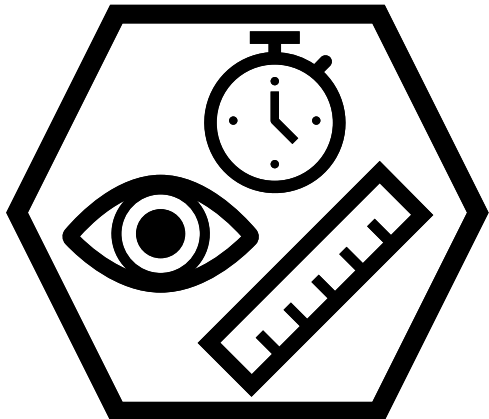
Getting children fired up and interested in the environment is one of the key threads in our curriculum. Increasingly we are aware of the negative impact people can have on the world. The children we are teaching now will grow up faced with issues such as global warming. We believe that the study of geography will help them understand the issues and find solutions. Opportunities to explore environmental issues associated with geography are spread throughout and highlighted by our curriculum.

GEOGRAPHY SKILLS

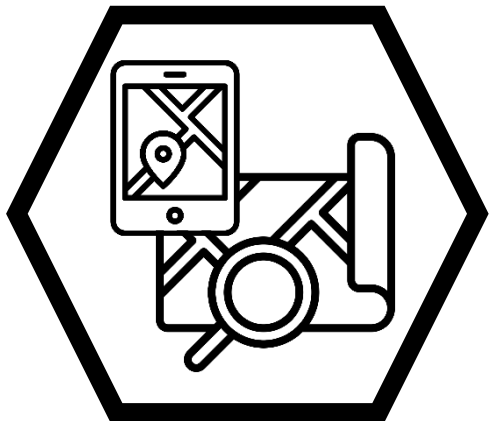
St Mary's high-quality geography education helps pupils to gain the skills required to engage with questions about society, the environment and the planet. It inspires pupils' fascination about the world and its people.



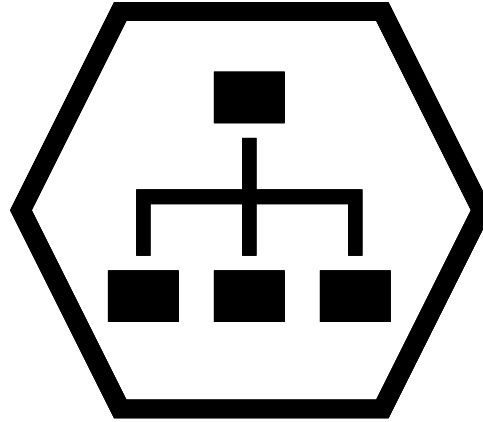
Learning geography requires students to engage mentally with questions about people, society, environment and the planet. It is enquiry-driven and encourages a questioning attitude towards knowledge (including posing geographically valid questions). Our curriculum is enquiry based and provides increasing space for children to ask and explore their own questions.



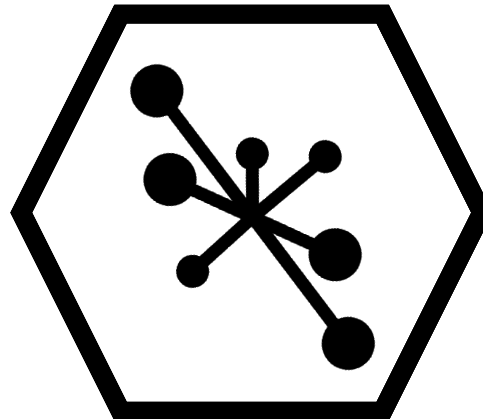
Fieldwork is extremely important at St Mary's, giving children the opportunities to identify and gather, data of various kinds. Children are equipped to learn the fieldwork skills to do this productively. Suggestions for field work have been included in our teacher guides.



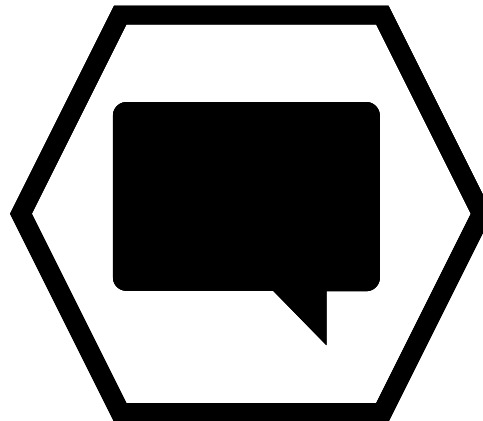
Children learn the mapping skills needed to be productive geographers. This will often entail using information technology – manipulating maps, diagrams, graphs and images (sometimes referred to collectively as 'graphicacy'). They will use informal and formal (including Ordnance Survey) maps as well as a range of atlases, globes and GIS.



Children learn to organise and assimilate geographical data; spotting patterns, sorting and grouping. Fieldwork knowledge also includes an understanding of how to process data and children become increasingly independent on processing and presenting the information that they have gathered.



Children analyse geographical data and sources of information as evidence, making connections and interpreting information to develop understanding. Our curriculum allows children to gain an understanding of the interconnectedness of geography and insight into the ways of academic geographers.

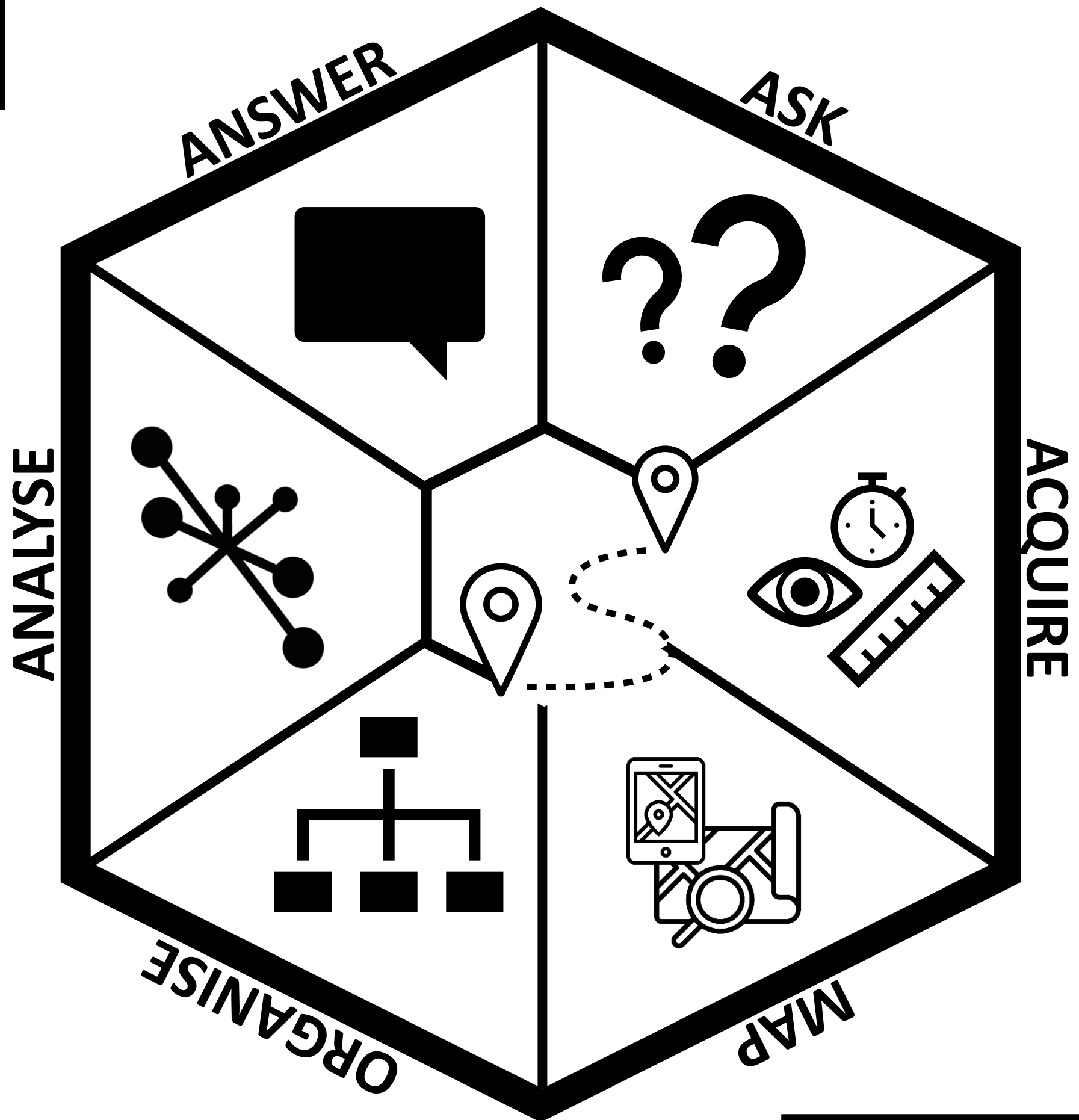
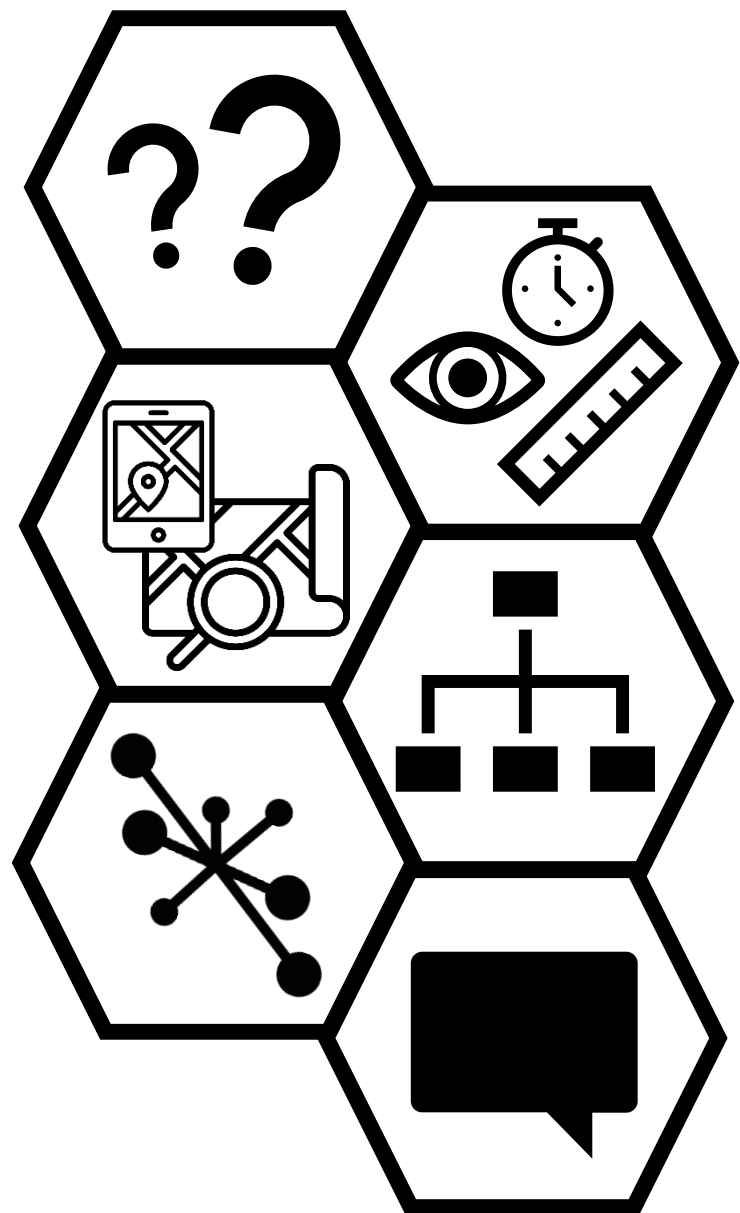


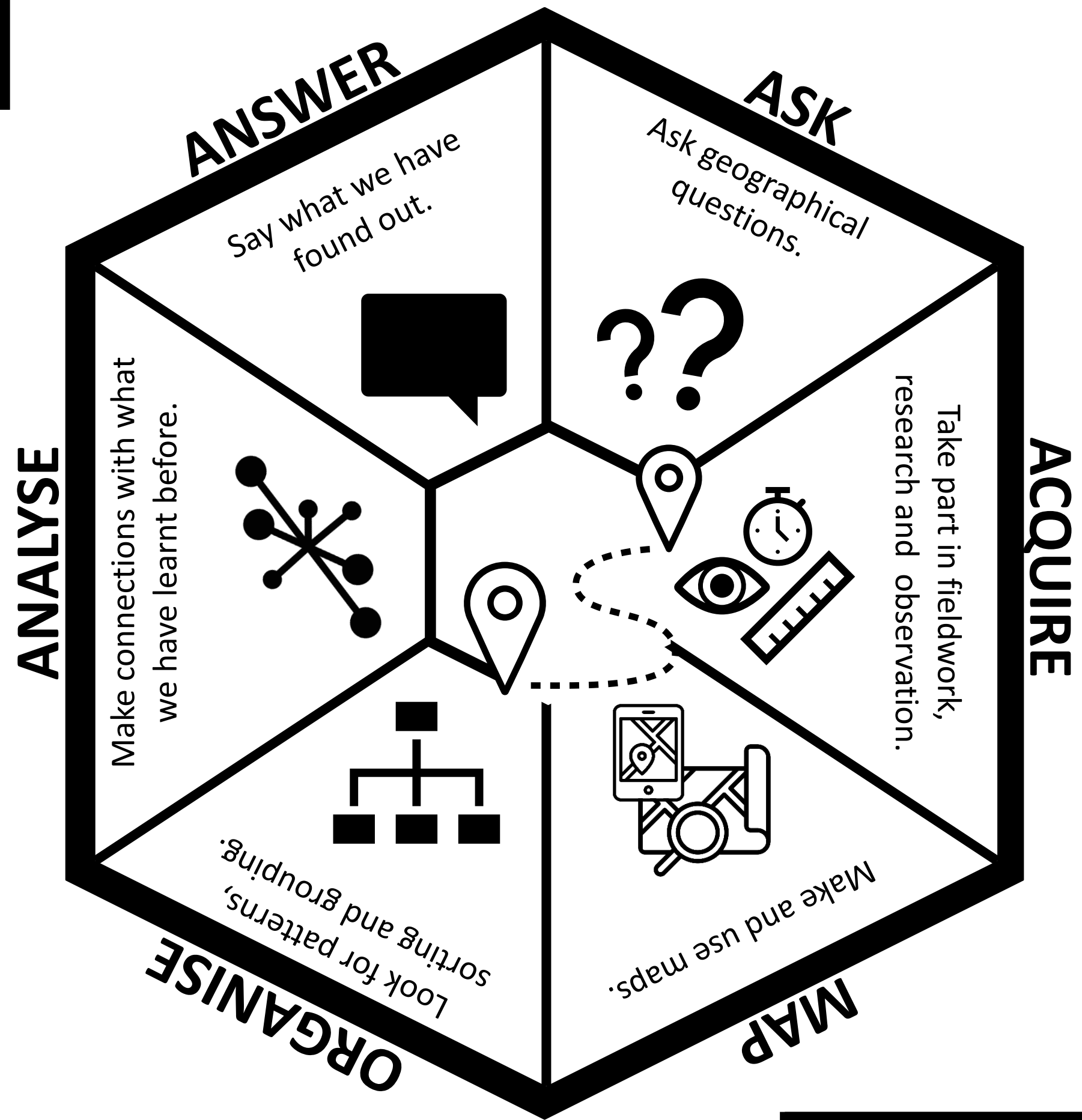
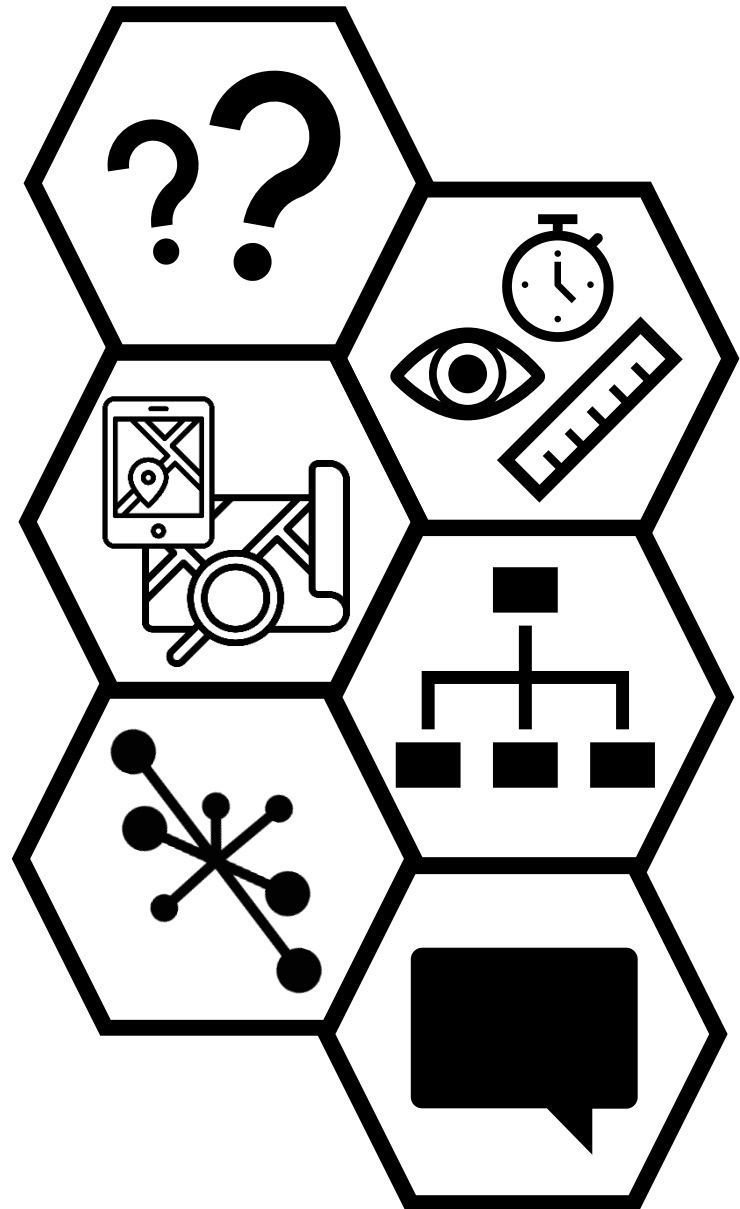
Children learn to communicate data of various kinds through structured talk and debate as well as writing for a variety of audiences. This draws on pupils' knowledge of human and physical processes as well as locational knowledge. Children become increasingly aware that knowledge is open to debate, challenge and discussion by subject experts.

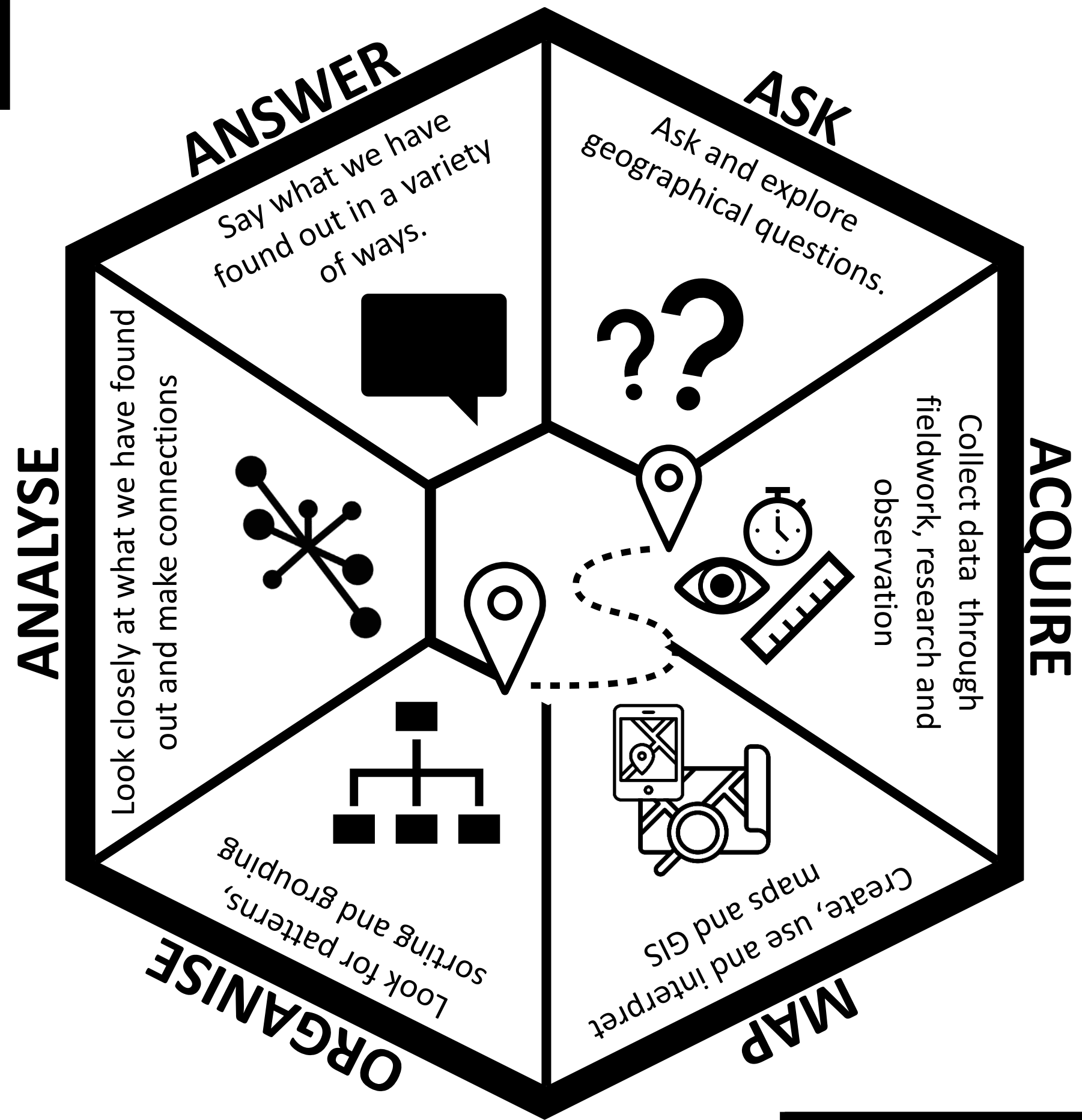
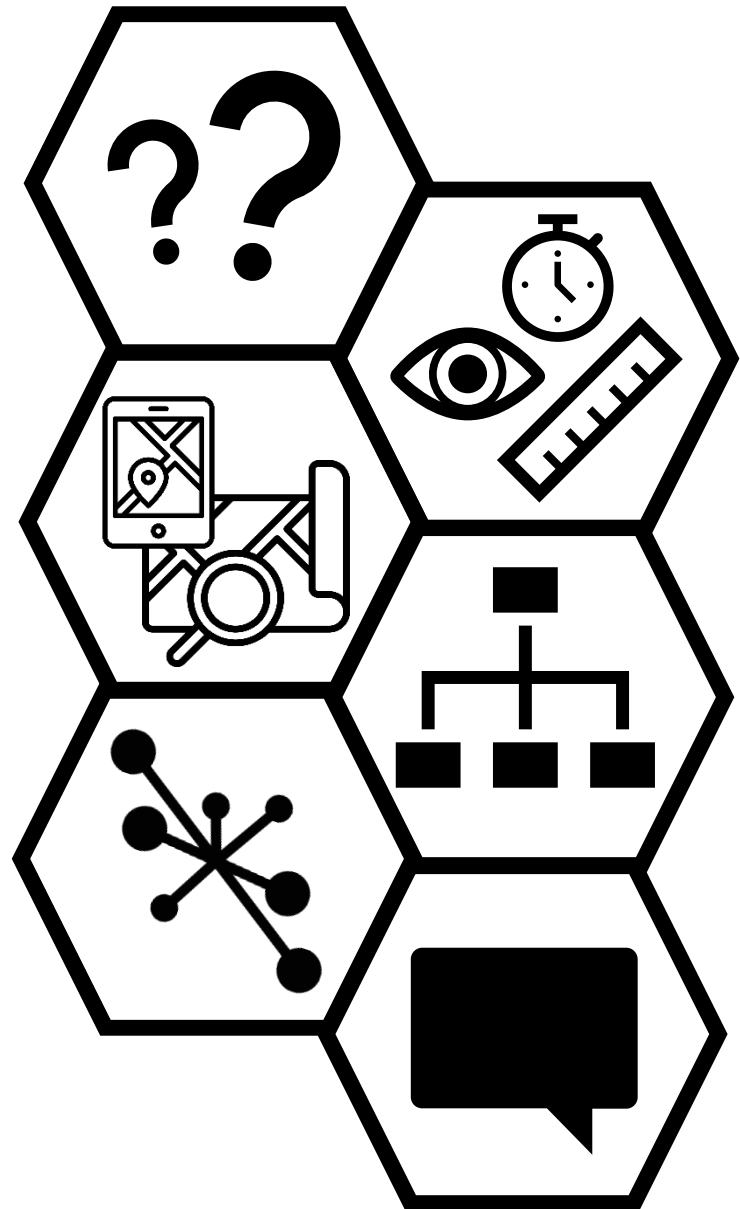
All our skills and knowledge content is supported by mapping out a wide vocabulary of geographical terms.

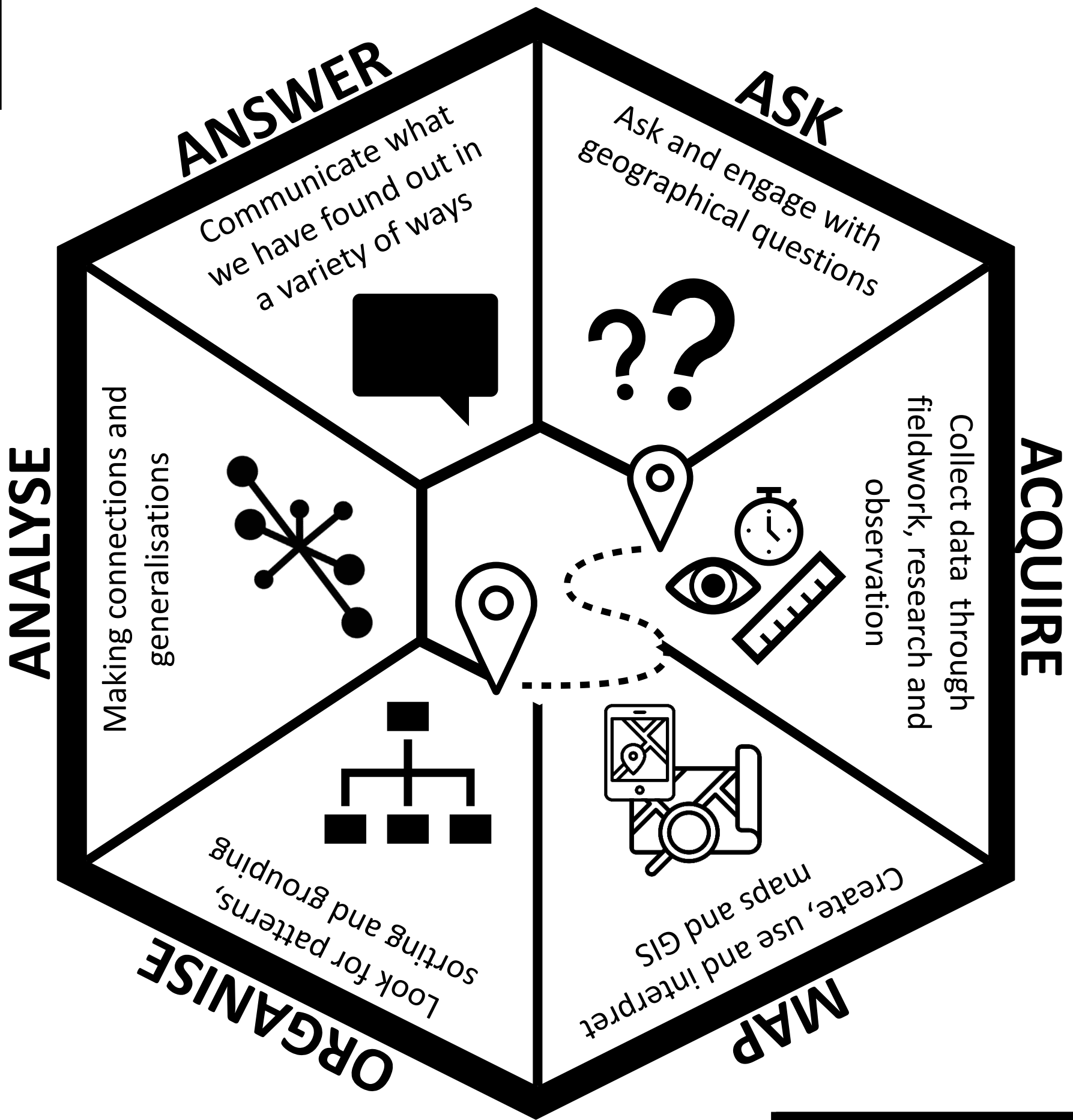
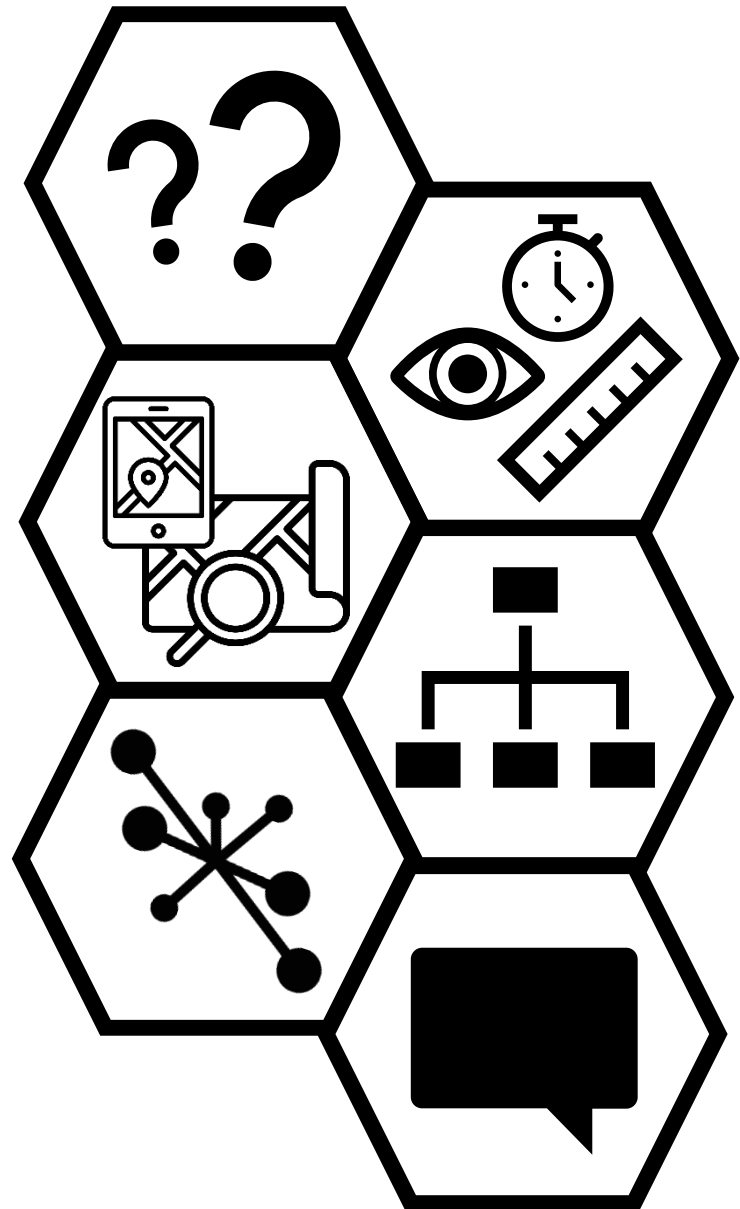
"Inspiring fascination about the world and its people"

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BARRIERS TO AND SOLUTIONS FOR ENGAGEMENT, PROGRESS AND ACHIEVEMENT

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none">• Difficulty in hearing instructions from teacher/peers• Filtering noise to hear what is important	<ul style="list-style-type: none">• Difficulty in reading maps• Difficulty in reading grid references• Reading compasses• Staff expertise	<ul style="list-style-type: none">• Difficulty in recording in writing and diagrams• Cutting out and sticking in	<ul style="list-style-type: none">• Difficulty recalling instructions• Difficulty recalling prior learning (long and short term)	<ul style="list-style-type: none">• Noise and movement – overstimulating• Sharing space and equipment with others• Understanding cause and effect	<ul style="list-style-type: none">• Waiting + frustration• Fairness• Organisation of resources• Maintaining attention	<ul style="list-style-type: none">• difficulty in understanding cause and effect• difficulty recording in a way which supports learning and retrieval	<ul style="list-style-type: none">• Motivation• Participation• Team/partner work• Sharing materials and “air-time”
Solutions Identified by subject co-ordinator	<ul style="list-style-type: none">• Pictorial representations• Video• Vocab lists and explanations• Position within the class	<ul style="list-style-type: none">• Enlarged resources• Graphic organisers• Technology• Printing onto coloured paper• Training for staff	<ul style="list-style-type: none">• Graphic organisers• Alternative ways of recording• Simplification of diagrams	<ul style="list-style-type: none">• Graphic organisers• Dual coding• Pre and reteaching	<ul style="list-style-type: none">• Visual representation• Graphic organisers	<ul style="list-style-type: none">• Graphic organisers• Step by step instructions• Dual coding	<ul style="list-style-type: none">• Graphic organisers• Dual coding• Word banks• Alternative methods of recording	<ul style="list-style-type: none">• Clear end points• Clear expectations• Modelling and explanations clarity

- Clarity of instruction, explanations and modelling are crucial
- Ensure that the most important aspect of learning is made clear – cognitive load theory is relevant for all pupils with SEND both in terms of what pupils see and hear and are expected to learn. Use the teacher guides to see the essential disciplinary and substantive knowledge that all children need.
- For many pupils with SEND, it is the recording of the content rather than the content itself which provides the greatest level of challenge in lessons, and this should be addressed in the planning and preparation for lessons.
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating – careful task creation is essential

Key Questions to be answered during EYFS:

- What is our environment around us like?
- What plants and animals are around us?
- How do things change at different times of the year?

Key vocabulary:

Autumn, Winter, Spring, Summer, Great Britain, UK, England, London, country, countries, map, (names of animals and plants seen in books and local area)

- In EYFS, children begin to develop their geographical knowledge by exploring features of their classroom and our school.
- We promote the multi-cultural links of children's families by finding out where parents/grandparents lived and the languages they speak.
- Maps are used to investigate different places as we begin to compare and contrast different environments.
- Children have rich opportunities to make use of school grounds to enhance and apply their skills as geographers.
- Throughout the year, children observe and discuss the weather and seasonal changes.
- Children also learn about the different jobs which people do in our community.
- Crucially, in the early years, children begin to acquire some of the geographical vocabulary that they will build on through the rest of their schooling.

EYFS - Understanding the World:

People, culture and communities / the natural world

Key Knowledge:

Geography, demonstrated through the three characteristics of effective learning, can be used to support the three prime areas of learning and their associated ELGs especially 'Communication and Language'. This guide has been designed to help identify the steps in progression within geography and to aid in the preparation of children for more formal learning ready for Year 1 and beyond.

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;
- 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;
- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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.
- *Children talk about the lives of the people around them*
- *Children make simple maps of familiar and imaginative environments with landmarks (Mathematics, range 6)*

Sources (including books and visits):

A walk to the local postbox looking at what is seen along the way
Forest School / Welly Walks
I wonder table

We're Going on a Bear Hunt by Michael Rosen/ Helen Oxenbury
Rosie's Walk by Pat Hutchins
Welcome by Barroux
The Snail and the Whale by Julia Donaldson
Katie Morag Island Stories by Maira Haddadwick
Tree: Seasons Come, Seasons Go by Patricia Hegarty/Britta Teckentrup
The Leaf Thief by Alice Hemming & Nicola Slater
The Woodland Trust A Walk in the Woods: A Changing Seasons Story
By Flora Martyn & Hannah Tolson



Where do we live?

Key Questions to be answered through enquiry:

- Where is our school?
- What are the key features in our local area?
- What kind of a place is this? (Villages)
- What do we know about local houses and shops?
- What are towns and cities like?
- What are landmarks?

Key vocabulary:

address, buildings, grounds, postcode, school, community, job, leisure, senior citizens, local, bungalow, detached, semi-detached, terraced, flat, caravan, map, plan, village, town, city, shops, services, leisure, jobs, landmark

•Pupils should be taught to use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. •Pupils should be taught to use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. •Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its and the key human and physical features of its surrounding environment. •Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Previous Learning:

In EYFS children began to develop their geographical knowledge by exploring features of their classroom and our school, investigating maps and beginning to compare and contrast different environments. Children have had rich opportunities to make use of school grounds to enhance and apply their skills as geographers. Children also learnt about the jobs which people do in our community.

Key Knowledge:

- Schools are places where children and adults go to learn, work and play most weekdays of the year and are a kind of community.
- We make journeys to and from school passing different types of homes, offices, farms, railway stations, care homes and shops.
- Our school is on Dellsome Lane in the village of Welham Green, postcode AL9 7NE. It can be found on a map. It is surrounded by woodland, fields, different types of home, roads, paths. Around 3000 people live in our village.
- Towns such as Hatfield and cities like London (England's capital city) are nearby and much larger. Many more people live there (thus more homes, commerce, services, employment, transport and leisure)
- Landmarks in London include Tower Bridge and the Palace of Westminster (including Elizabeth tower). Paris has the Eiffel Tower. Rio de Janeiro has Christ the Redeemer.

Fieldwork and sources:

A walk around the school and local area is essential for this enquiry as will be creating personal and collaborative maps of these!
Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapters 3,4 and 9.

Word clouds: www.wordle.net and www.tagxedo.com

Neighbourhood statistics: www.neighbourhood.statistics.gov.uk/HTMLDocs/dvc147/index.html

Digimap for schools: <http://digimapforschools.edina.ac.uk/> Bitesize: Explore the UK <https://www.bbc.co.uk/bitesize/topics/zp8r4xs>

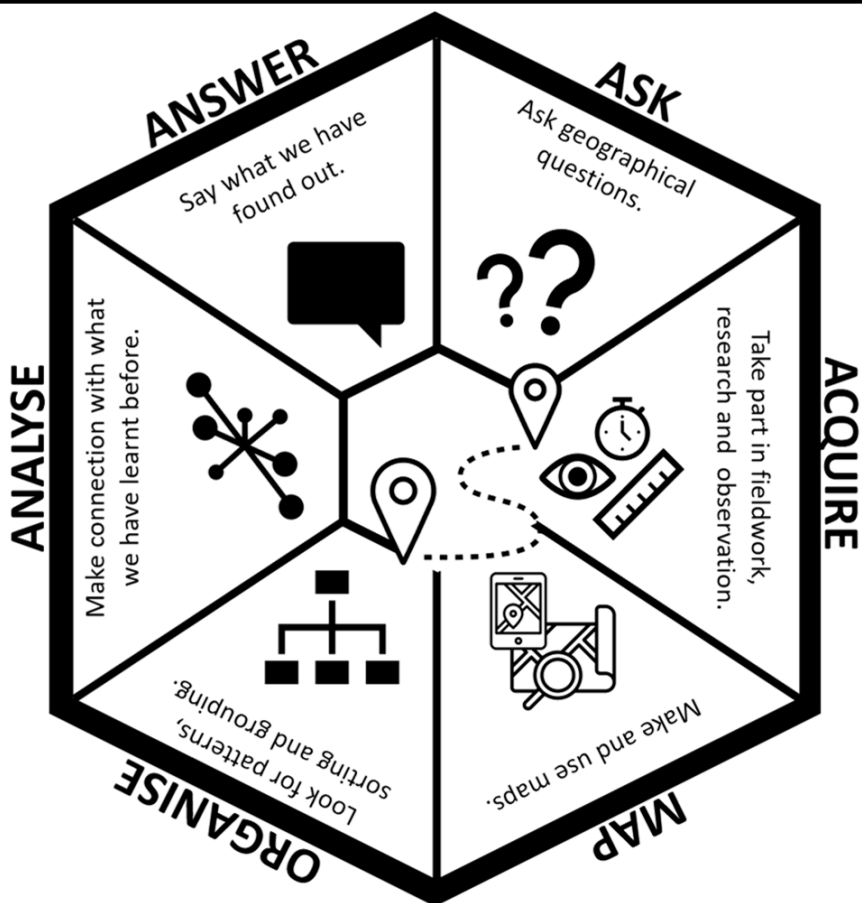
Great books to complement unit: Mirror by Jeannie Baker and Voices in the Park by Anthony Browne

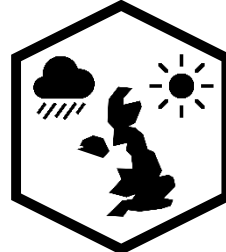
Songs about cities: https://en.wikipedia.org/wiki/List_of_songs_about_cities Aesop fable, The Town Mouse and the Country

Mouse: www.youtube.com/watch?v=7ApXa0LQ7uY. Mirror on YouTube: www.youtube.com/watch?v=fBCBcAqQI_E Episodes of Go Jetters! from cBeebies feature many landmarks

Assessment:

By the end of this enquiry, children will have developed enough vocabulary to describe and talk about the different features in their local environment. They will be able to identify some of these features on a map and explain why some are where they are. Children will be able to name the different types of home/housing in the local area and recognise these types on a large-scale map. They will be able to describe some of the activities people do in the locality and say which ones are leisure and which ones are jobs. all children should be able to talk about the differences between villages, towns and cities. They should also be able to name a few key cities worldwide and in the UK. Those who are performing at higher levels will have begun to develop opinions about the relative merits of rural and urban life. Recognising that there are multiple factors to consider is a further indicator of achievement, as is the ability to relate classroom learning to personal life circumstances.





Does it always rain in the United Kingdom?

Key Questions to be answered through enquiry:

- What are the countries and capitals of the United Kingdom?
- What are the seas and oceans around the UK?
- Where is the United Kingdom in relation to other countries and places?
- How does the weather change?
- How do the seasons change?
- How are we affected by extreme weather?

Key vocabulary:

North, South, East, West, England, Northern Ireland, Scotland, Wales, United Kingdom, beach, cliff, coast, island, ocean, sea, capital city, Europe, journey, migration, overseas, cloud, cold, fog, gale, hot, rain, showers, snow, sun, warm, change, autumn, spring, summer, winter, blizzard, flood, gale, heatwave, hurricane, tornado

Previous Learning:

In EYFS children observed and discussed the weather and seasonal changes acquiring some of the geographical vocabulary that they will build on through the rest of their schooling. Children have learnt about our village and compared this to towns and cities including London, the capital city of England and the UK.

Key Knowledge:

- There are four countries in the UK, each with its own capital city which children can name. Each country has its own flag – when we combine these, we get the Union Flag (Union Jack at sea)
- The UK is surrounded by seas and oceans (which children can identify) – we call the place the land meet the sea the coast. Oceans are very large and deep, Seas are smaller/relatively shallower.
- Children know how to find the United Kingdom on an atlas and a globe.
- Children can discuss different weather types, using symbols to show these, and keep a visual record of conditions including simple wind direction (NSEW using handheld weathervanes/streamers) they know weather can change and be localised.
- There are four seasons each with its own features including weather, temperature and day length.
- Extreme weather, like storms and heatwaves can cause problems and be dangerous.

Fieldwork and sources:

Keeping a weather chart / journal / display for this unit would be great: think about what children could measure/observe.

Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapters 2 and 5

BBC Bitesize: UK Weather and Seasons - <https://www.bbc.co.uk/bitesize/topics/zndc96f/articles/zp4sydm>

Great books to complement unit: The Bear in the Cave by M.Rosen, When will it be spring? By C.Walters, The North Wind and the Sun by B. Wildsmith, Barnaby Bear investigates the UK by E.Rotchell

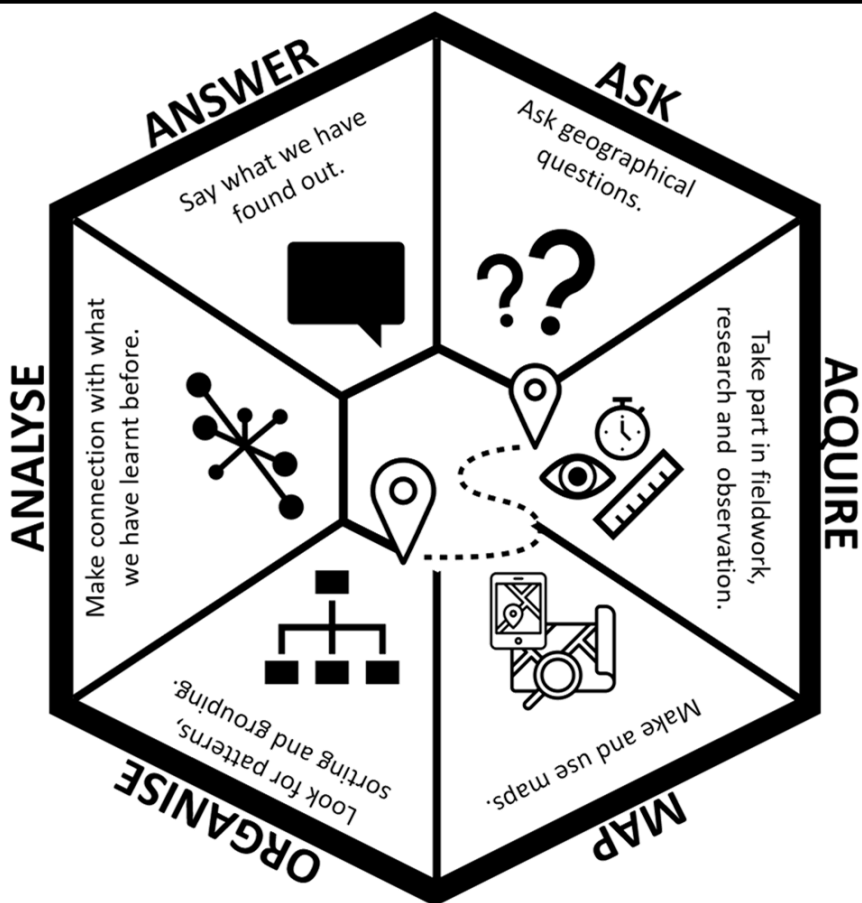
Explore the ocean in Google Earth: www.google.com/earth/explore/showcase/ocean.html BBC Coast Eddystone lighthouse:

www.youtube.com/watch?v=TZKowr6_F3I Meteorological Office website: www.metoffice.gov.uk Digital mapping:

<http://digimapforschools.edina.ac.uk/> Word clouds: www.tagxedo.com

Assessment:

By the end of this enquiry, all children should be able to name the four countries of the UK and their capital cities. They will also have gained increasing familiarity with outline shape of the UK and its surroundings seas and oceans. Those who are exceeding expectations will have also begun to appreciate some of the features that make the UK distinctive. They will also have a basic knowledge of the location of the UK in relation to other countries. Children should be able to recognise and name common, and some extreme, weather phenomena using correct vocabulary, and describe some effects the weather can have on everyday lives. They should know which symbols to use and how to locate them on a UK map to give information about local weather events. They will be able to make simple weather measurements and relate them to expected conditions for the season and time of year. Children will be able to name, sequence and describe the key characteristics of each season.





Would you like to live by the coast?

Key Questions to be answered through enquiry:

- What is the coastline like?
- What journeys do we make when we go to the coastline?
- How does the weather affect people on the coast?
- (+questions generated by children as part of fieldwork at the coast)
- Why might people choose to live by the coast?

Key vocabulary:

Beach, cliff, coast, dune, headland, marsh, mudflat, ocean, rock stack, sea, destination, holiday, journey, bridge, tunnel motorway, route, harbour, industry

Previous Learning:

Children have learnt about places in the UK and the wider world; about different types of weather and extreme weather. They know that the coast is where land meet the sea/ocean and can identify the seas and oceans around the UK. Children have studied our local area considering the physical and human geographical features.

Key Knowledge:

- There are many different types of human geographic features on the coast (which children can explore under the terms homes, commerce, services, employment, transport and leisure) and they vary from place to place e.g., compare Herne and its pleasure pier with the working harbor and oyster industry in Whitstable. Children can identify these using overhead images and maps.
- There are also physical features like beaches, cliffs, coasts, sea/ocean and river mouths.
- For us, a journey to the coast is different to the journeys we make everyday. We can't always travel in a straight line due to where roads/railway lines have been built and geographical features that get in the way. Bridges and tunnels are some ways we have tried to navigate these (e.g. Dartford tunnel/Queen Elizabeth II bridge)
- Pupils can identify some positive and negatives (including weather/seasonality) for living near and away from the coast
- Fieldwork is an incredibly important way that Geographers acquire knowledge. Children will need to take what they discover and guided in presenting this information (e.g. a class book of Q&As, drawing/sketching commentating on videos from fieldwork)
- It is important to keep seas and beaches clean and think about the impact on creatures as well as people of this.

Fieldwork and sources:

A journey to the coast will be essential for this unit (suggestion: Whitstable, for its harbour and fishing industry & Herne Bay for a stony beach with a pier and many "traditional" beach town features) the journey itself will be part of the fieldwork (e.g. Dartford Crossing / types of roads)

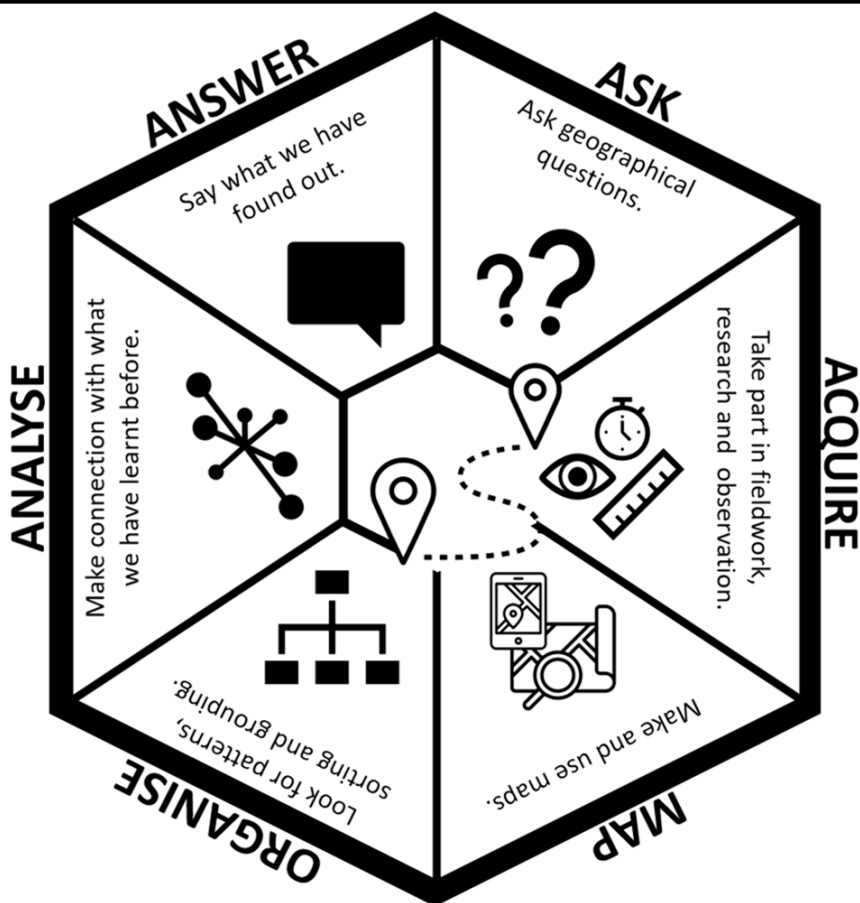
Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapters 8, 10

Great books to complement unit:

Postcards from Crabby Spit by Roland Harvey

Assessment:

By the end of this enquiry, children should be able to recognise and name a good range of geographical features. They should be able to explain in simple terms what the properties are of coasts. A few children will be able to make the connection between the physical landscape and what people do there. This area of study will consolidate work carried out in the previous units of the year: it encourages pupils to apply and deepen their knowledge of places in the UK and wider world; it puts learning about weather into context; it reinforces geographical vocabulary; it develops mapping skills and the use of directional vocabulary.





Where in the world: Continents/Oceans?

Key Questions to be answered through enquiry:

- What can we learn about the world from a globe?
- What are the seven continents?
- What are the five oceans?
- What can we learn about the world from an atlas?
- How do we find out about the Earth?

Key vocabulary:

Continent, equator, globe, North Pole, ocean, South Pole, names of the continents and oceans, atlas, country, desert features, mountain range, river, world, astronaut, digital, feature, image, space, webcam

•Pupils should be taught to name and locate the world’s seven continents and five oceans.

•Pupils should be taught to use world maps, atlases and globes to identify the continents and oceans studied at this key stage.

Previous Learning:

Children have explored the area around the school and our local community, applied and deepened their knowledge of places in the UK and wider world, and put learning about weather into context in a study of the coast. They have begun to develop geographical vocabulary, as well as mapping skills and the use of directional vocabulary.

Key Knowledge:

- A globe is a model of our world. A large part of it is coloured blue to represent water. There are oceans and large land masses. The globe spins just like the Earth spins as it travels through space. There is an imaginary line called the equator. We can also find the North and South Pole.
- Continents are very large areas of land. There are seven: Europe, Asia, Africa, Oceania, North America, South America and Antarctica (they have different shapes and contain many countries). We can find the UK (in Europe) on the globe, but Welham Green is too small to clearly mark.
- Oceans are large bodies of water, there are five: Artic Ocean, Atlantic Ocean, Pacific Ocean, Indian Ocean, and Southern Ocean.
- A book of maps, called an atlas, can show more information than a globe. (Children can use an atlas to find facts about a given continent e.g. countries, major rivers, seas, mountains and deserts)
- Children can find cities where they have studied landmarks inc. London. Paris and Rio de Janeiro on a variety of maps
- In the past people found out about Earth by what they could see when they travelled around. Now thanks to space travel and satellite images have taught us lots about what the world looks like.

Fieldwork and sources:

Using globes and atlases

Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 1

Great books to complement unit: Zoom by Istvan Banyai (Also available on YouTube at www.youtube.com/watch?v=JMhUujrN4iU)

Five Little Fiends by S.Dyer,

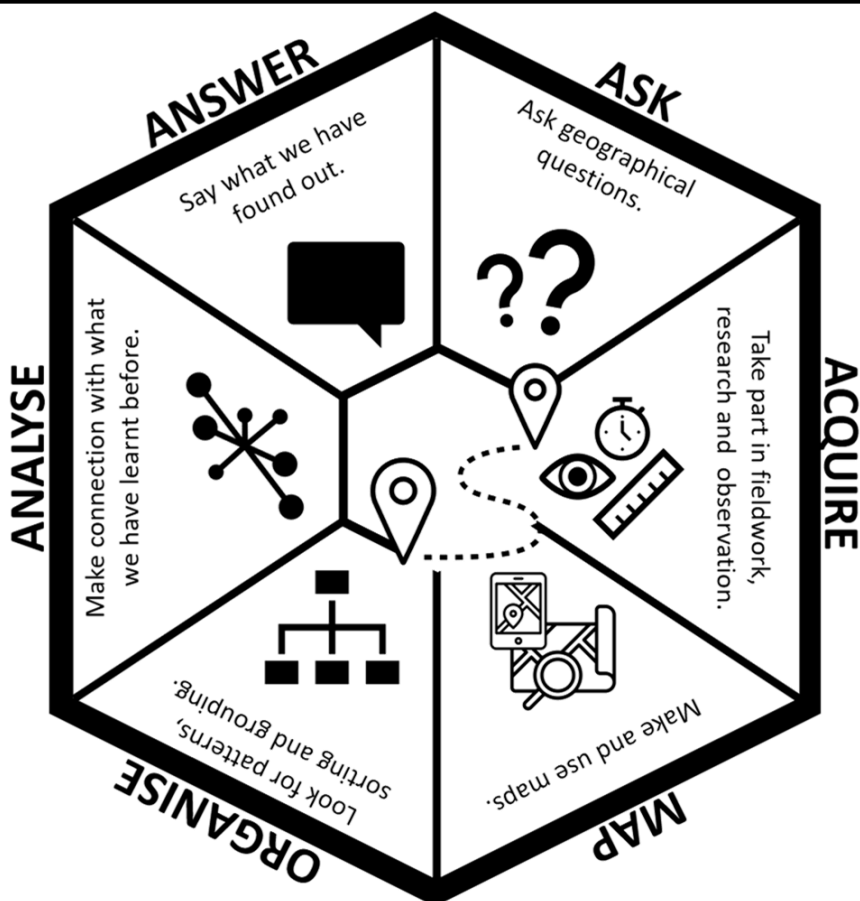
Little Blue Planet: Investigating Spaceship Earth by P.Owens

Mapping our world: www.oxfam.org.uk/education/resources/mapping-our-world

NASA website for images of Earth from space: www.nasa.gov

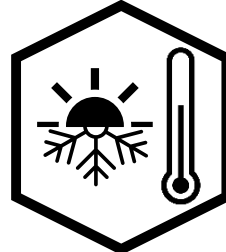
Assessment:

By the end of this area of study, all pupils should be able to name the five oceans and seven continents: being able to describe some of their features demonstrates a growing understanding. The ability to locate the continents and oceans on a globe or world map indicates a higher level of achievement which all children should be aiming for by the end of Key Stage 1.



GEOGRAPHY

Teacher Guide



Where is it hot and cold?

Key Questions to be answered through enquiry:

- What hot and cold places have we visited?
- What are polar regions like?
- What are deserts like?
- What are rainforests like?

Key vocabulary:

Antarctica, Arctic, North Pole, South Pole, hibernate, midnight, Northern Lights, penguin, polar bear, cactus, camel, drought, dune, legend, meerkat, oasis, palm tree, saguaro, avocado, canopy, equator, season, spice

Previous Learning:

Children have been shown the seven continents and five oceans on a globe and atlas and been introduced to the equator. They used fieldwork to explore local weather patterns and have talked about different types of weather.

Key Knowledge:

- Children understand the location of hot and cold areas in the world in relation to the equator and North and South Pole. [Excellent opportunity to continue highlighting continents/oceans and to use a globe to explore different areas]
- Polar regions are exceptionally cold and have long winter nights and lots of daylight in the summer. Polar bears, seals and penguins are some of the special animals that live in these regions.
- There are desert regions in every continent apart from Europe and Antarctica. Most (but not all) deserts are extremely hot. All deserts are extremely dry no matter the temperature. Cacti, camels, meerkats and oil are some of the incredible things to come out of desert climates.
- Rainforests are only found close to the equator. It is always hot, there are no particular seasons and high amounts of rainfall. Many plants, creatures and resources come from the rainforest. Many of these we can't make in our country so they get brought here.

Fieldwork and sources:

Fieldwork links – researching journeys that family members have been to different countries – would be great to send something out to parents finding out about this. Finding out what clothing they wore, memories of the weather and collating this on a map.

Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 7

Great books to complement unit: Bailey, E. (2015) One Day on our Blue Planet . . . in the Savannah, London: Flying Eye Cowcher, H.

(2009), Antarctica, London: Macmillan Maddern, E. and Kennaway, A. (1993), Rainbow Bird: An Aboriginal Folk Tale from Northern

Australia. London: Frances Lincoln. North, W. and Hamblen, A. (2012), Australia Here We Come! Exploring a distant place. Sheffield:

Geographical Association Richardson, P. and Richardson, T. (2012), Living in the Freezer: Investigating polar environments. Sheffield:

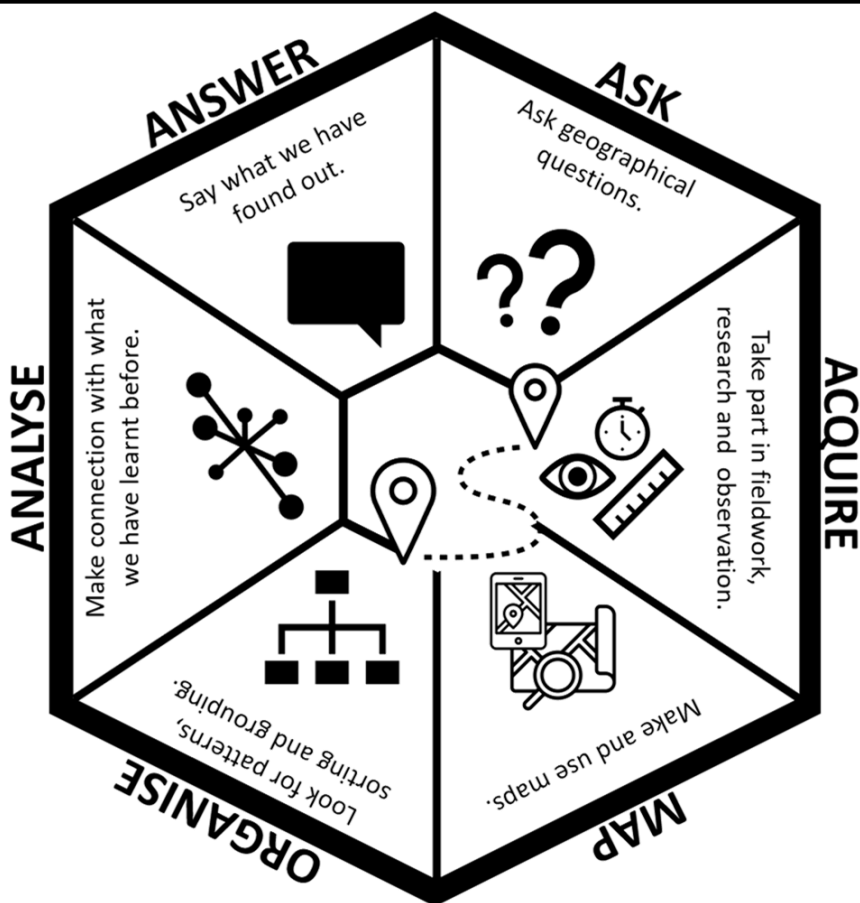
Geographical Association Wu, N. (2013), Tiddalick the Greedy Frog: An Aboriginal Dreamtime Story. Polar bear video:

www.youtube.com/watch?v=OwZH_aT0FGI Meerkat videos: www.youtube.com/watch?v=zGR0bAeP350 and

www.youtube.com/watch?v=tEYCjJqr21A How deserts are expanding: www.youtube.com/watch?v=w9RxnuBiFbg

Assessment:

By the end of this enquiry, all children should be able to talk about the differences between rainforest, desert and polar climates. The ability to name specific examples and/or locate them on a globe or world map will be evidence of higher levels of achievement. Pupils who are exceeding expectations will have a growing understanding of how plants, creatures and people respond to the environments they have studied.





How different is Kaiaf to Welham Green?

•Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country. •Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map: and use and construct basic symbols in a key.

Key Questions to be answered through enquiry:

- What is the continent of Africa like?
- Where is Kaiaf, Gambia?
- What is a day in Kaiaf like?
- Can you identify human and physical features of Kaiaf and Welham Green?
- How does Kaiaf compare to Welham Green?

Key vocabulary:

Gambia, Kaiaf, coast, river, well, farming compare/contrast, physical, human

Previous Learning:

Children have learnt about Welham Green and explored/mapped the local area. They have learnt about weather and different climates (polar, desert and rainforest). Children have been shown the seven continents and five oceans on a globe and atlas and been introduced to the equator and the poles.

Key Knowledge:

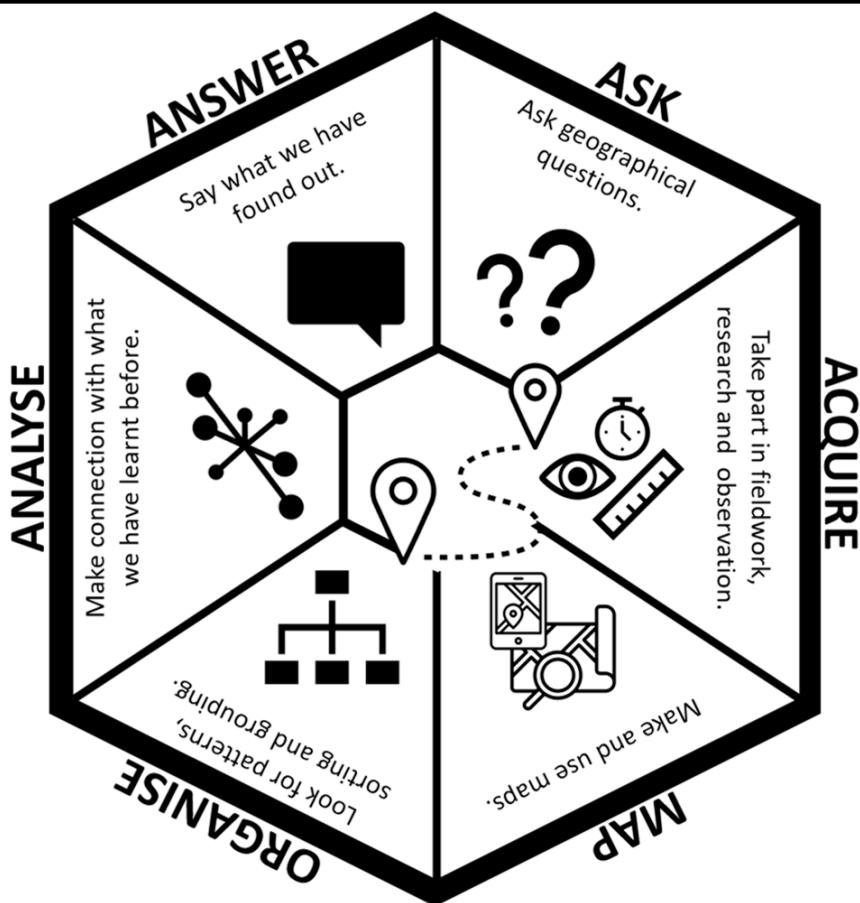
- Africa is a continent with 54 countries – the Gambia is one of these. Africa has many landmarks including The Sahara Desert, Maasai Mara, Victoria Falls, Table Mountain and the El-Tabia Mosque.
- The Gambia is a country on the west coast of Africa. Kaiaf is a small village, like Welham Green with around 2000 people.
- A typical day in Kaiaf is very different to a typical day in Welham Green. Not all children go to school, water has to be collected from a well and work is generally on farms or in tourist areas. The weather is hot compared to Welham Green, 17-39°C.
- Using photos (including aerial photos) children identify and compare physical and human features in Kaiaf / Welham Green.
- This unit gives children a chance to analyse – make connections between previous local learning, learning about climate/continents and weather with a contrasting village in Kaiaf.

Fieldwork and sources:

We have an expert on this in Mrs Bartlett who has built links with Kaiaf! It would be good to interview her and for her to show pictures/share her experiences. With the links we have it is also possible
Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 6
<http://www.maplandia.com/gambia/lower-river/kiang-east/kaiaf/>
<https://weatherspark.com/y/31668/Average-Weather-in-Kaiaf-Gambia-Year-Round>

Assessment:

By the end of this enquiry, all children should be able to identify the Gambia on a globe or atlas map and be aware of its key human and geographical features. Those who are performing at higher levels will be able to identify some of the similarities and differences between The Gambia and the UK (including resources, schooling and jobs).





How is the UK organised?

Key Questions to be answered through enquiry:

- What are the main cities of the UK?
- What are the UK counties and districts?
- What is significant about the county of Hertfordshire?
- What is a region?
- How do people use the land?
- What are the landscapes regions of the UK?

Key vocabulary:

City, industry, route, trade, administrative area, boundary, coat of arms, county, logo, picture map, intercity, journey, portrait, United Kingdom, address, district, grid reference, postcode, region, code, land use, zone, Giant's Causeway, Jurassic Coast, the Norfolk Broads, the Pennines, Thames.

- Pupils should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Previous Learning:

Children have learnt about the countries of the United Kingdom and the seas/oceans that surround it. They know how to identify a village, town and city and have thought about landmarks. Children have been introduced to different types of human and physical geographic features. They have explored the local area in fieldwork considering its features and know the address of the school.

Key Knowledge:

- Some of the major cities in the UK include Edinburgh, Glasgow, Belfast, Newcastle, Leeds, Manchester, Sheffield, Nottingham, Birmingham, Cardiff, London, Bristol and Southampton. Many cities have famous buildings and are connected by major road and rail networks (intercity).
- Counties are a historic way of identifying areas/districts which are looked after by local government. Their borders, and sometimes names, have changed over time.
- Welham Green is in the county of Hertfordshire (one of the home counties). Hertfordshire's main settlements are Hemel Hempstead, Stevenage, Watford, St Albans and Hertford but most dwellings are villages or small and medium sized towns. The Chiltern Hills is an AONB in Hertfordshire. Many major road and train routes go through Hertfordshire to and from London.
- Using maps children can identify land use in the county including woodland, open fields, orchards, marshes, parks, lakes, housing/built-up areas and so forth.
- Regions can vary hugely in size and change over time; they can also overlap. There are 9 traditional regions in England.
- Some landscape regions in the UK include Giants Causeway, Jurassic Coast, the Norfolk Broads, the Pennines, the Thames. The UK has taken a leading international role in developing national parks and protecting the natural landscape through legislation.
- Many major cities are now surrounded by 'green belts' which stop them sprawling into the countryside. Meanwhile over 500 miles of coastline has been saved for prosperity by the National Trust

Fieldwork and sources:

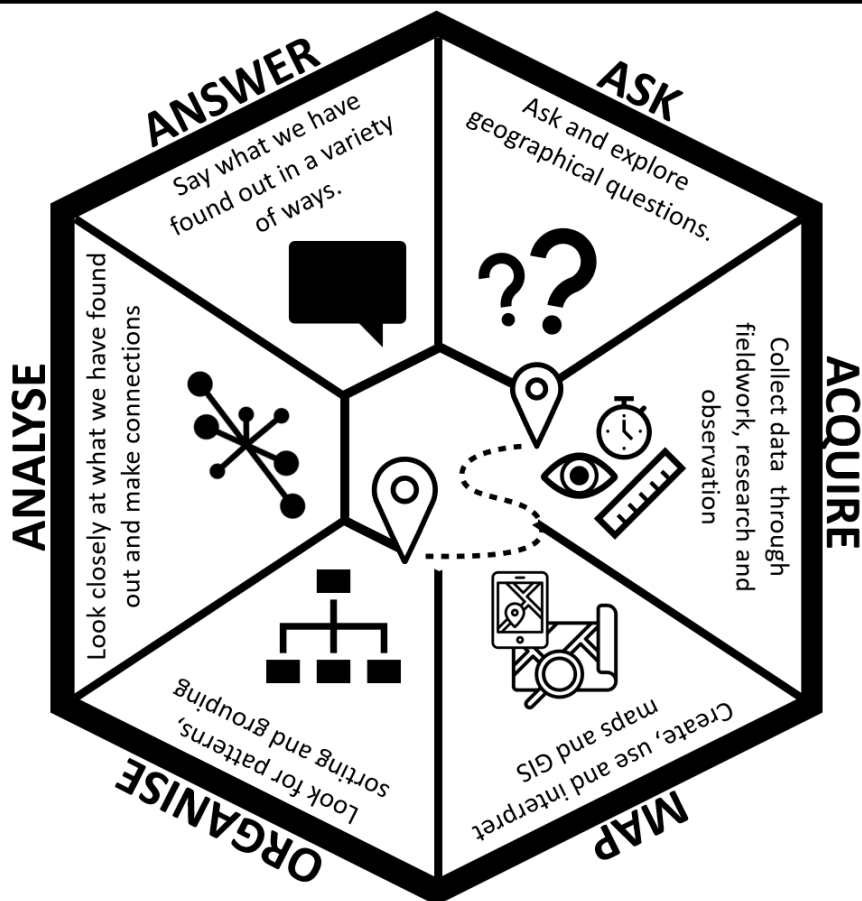
A visit to another location in Hertfordshire: e.g. Hertford or the Chiltern Hills to make comparisons with Welham Green especially in relation to land use and physical/human geography.

Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 12 and Chapter 13

<https://tpet.co.uk/downloads/tag/united-kingdom/> Great books to complement unit: Rubbino, S., A Walk in London. We Are Britain! Poems by Benjamin Zephaniah, UK regions: <http://resources.woodlands-junior.kent.sch.uk/customs/questions/regions/> Giant's Causeway animated story: www.youtube.com/watch?v=YDE3nFdxXe0 Virtual journey down the Thames: <http://primaryhomeworkhelp.co.uk/riverthames/kids/thameshead.html>

Assessment:

By the end of this enquiry, children will have begun to learn about the key cities of the UK and have developed their knowledge and understanding of UK regions. Children will know that Welham Green is in Hertfordshire. They will also have an increasingly secure knowledge of landscape regions and land use patterns. Those who are working beyond expectations will be able to describe some of the different ways in which a region can be described, recognising that there are overlapping boundaries and divisions. All children will be introduced to patterns of land use (agriculture, dwelling, industry) in their immediate locality.





What are the features of river and mountain environments?

Key Questions to be answered through enquiry:

- How are landscapes different?
- What are the features of a mountain environment?
- What are some significant mountains in the UK?
- What are the features of a river environment?
- Where does the River Thames flow?

Key vocabulary:

Contour, line, gorge, landscape, moor, slope, waterfall, tributary, Barrier, mountain pass, mountain range, national park, peak, delta, gorge, lake, marsh, source, tributary, waterfall, ridge, river, stream, source, tributary, valley

- Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Previous Learning:

Children have previously learnt about the regions of the United Kingdom. They have found out about the counties (including Hertfordshire) and landscape regions in the UK. Children have studied continents and oceans, considered hot and cold places and identified some natural features such as deserts and mountain ranges.

Key Knowledge:

- There are many different types of landscapes including dramatic features such as waterfalls, canyons, mountain peaks and rockfaces. We can see these feature on maps and atlases (including digital maps).
- Mountains are generally considered to be higher and steeper than hills usually over 600m high. There are mountains on every continent, they can even be found under the sea. In the UK we have many mountain areas. Features of mountains include peaks, ridges, slopes, outcrops and valleys.
- The highest peak in Scotland is Ben Nevis (Grampian mountains), in England is Scafell Pike (Lake District), in Wales is Yr Wyddfa/ Snowdon (Snowdonia). Many people visit these mountains for leisure (walking, climbing, views). People need to take care when going out on mountains and make sure they have the correct equipment.
- Rivers usually begin in hills and mountains, growing larger as they flow downhill and are joined by tributaries. Further downstream there make be lakes, waterfalls and gorges. Eventually they will flow into an estuary and join the sea. There will be towns along the way especially at bridging points. The plants and creatures that live near a river form a distinct habitat and that they all depend on the water that it brings and the soil that accumulates on its banks.
- The Thames is the longest and most famous river in England (and second longest in the UK after the Severn). The Thames starts from small springs near the town of Cirencester in the Cotswold hills; it flows through London and then out into the Thames estuary and the North Sea. The Thames is the river on which the capital city is built.

Fieldwork and sources:

Would be good if children for children to visit Lee Valley (<https://www.visitlee valley.org.uk/outdoor-learning>) for their river explorers workshops.

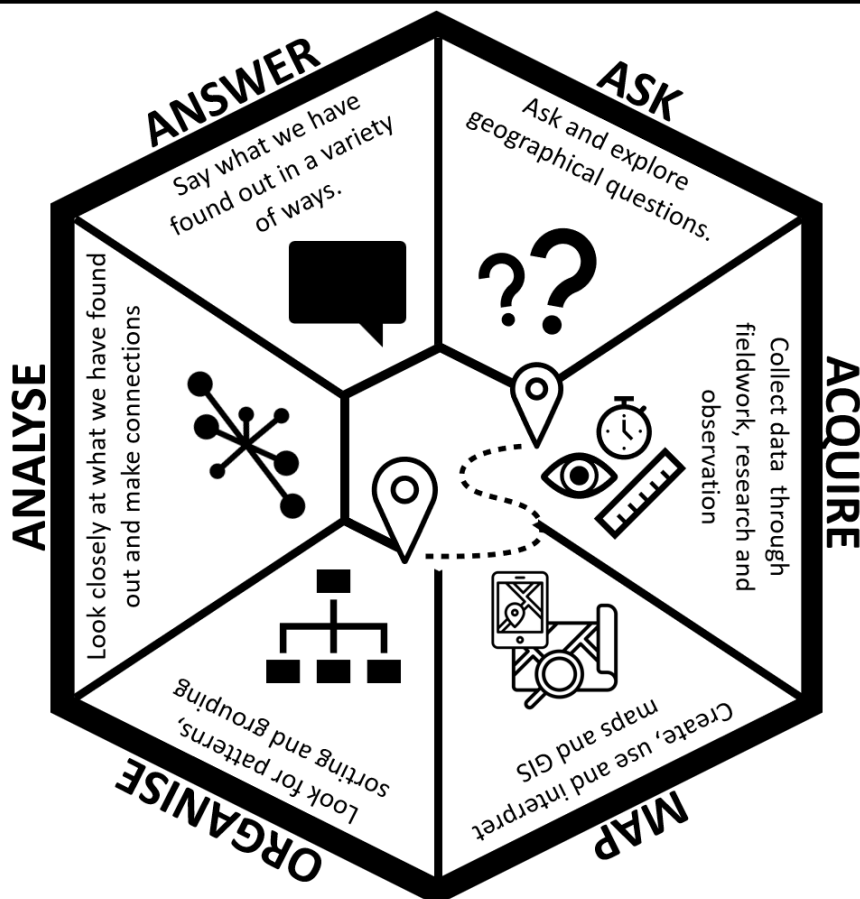
Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapters 8/16

Great books to complement unit: Landscapes and sweet geography in Scoffham, S. (2nd edn.) Teaching Geography Creatively, London: Routledge Clulow, H. (2016) The River. London: Caterpillar Books

<https://www.thameswater.co.uk/about-us/responsibility/education>

Assessment:

By the end of this enquiry, all children should be able to talk about how mountains and rivers contribute to the landscape. They should be able to name and locate some significant mountains and rivers both in the UK and worldwide. Those who are working at higher levels of achievement will demonstrate an awareness of how mountains and rivers impact on human activity and their environmental importance.





How do I use an Ordnance Survey map?

Key Questions to be answered through enquiry:

- What can we learn from compass directions?
- What are contour lines and how do they work?
- How do maps use symbols and keys?
- How are grid squares useful?
- Can we go on a journey using an Ordnance Survey map?

Key vocabulary:

cardinal points, compass, east, north, Pole Star, south, west, column, grid reference, row, logo, Ordnance Survey, symbol,

•Pupils should be taught to name and locate counties and cities of the United Kingdom.

•Pupils should be taught to use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Previous Learning:

Children have completed fieldwork in the local area and looked at the dwellings and jobs of people. They have used atlases, aerial photography and viewed/created maps (especially personal maps). Children know the countries of the United Kingdom (as well as some of the regions/counties), the seas/oceans that surround it and some of the mountains/ivers in it.

Key Knowledge:

- As well as the cardinal directions N, S, E, W we can make a compass more accurate by adding more points to it (NE / SE / SW / NW). We can use these to describe the direction of travel between landmarks/places on an OS Map.
- Hills, slopes and mountains are represented on an OS Map using contour lines. By studying the contour lines, you can work out lots about the surrounding terrain including gradients of hills, valleys and steepness of climbs.
- OS Maps use a National Grid of blue lines. These can help us to describe a place accurately to someone else using a grid reference. Children learn how to use four figure grid references and are shown how six figure grid references work.
- There are many symbols and lines on a map instead of writing everything. These can help us find places, identify features and navigate. A key explains the meanings of the symbols and lines.
- We can use OS Maps to navigate between places – especially when walking - having a good idea about the features we'll see.

Fieldwork and sources:

Fieldwork links: A walk of the local area using an Ordnance Survey map will be essential for this unit (suggested route on system – wellies and waterproofs will be needed)

Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 11

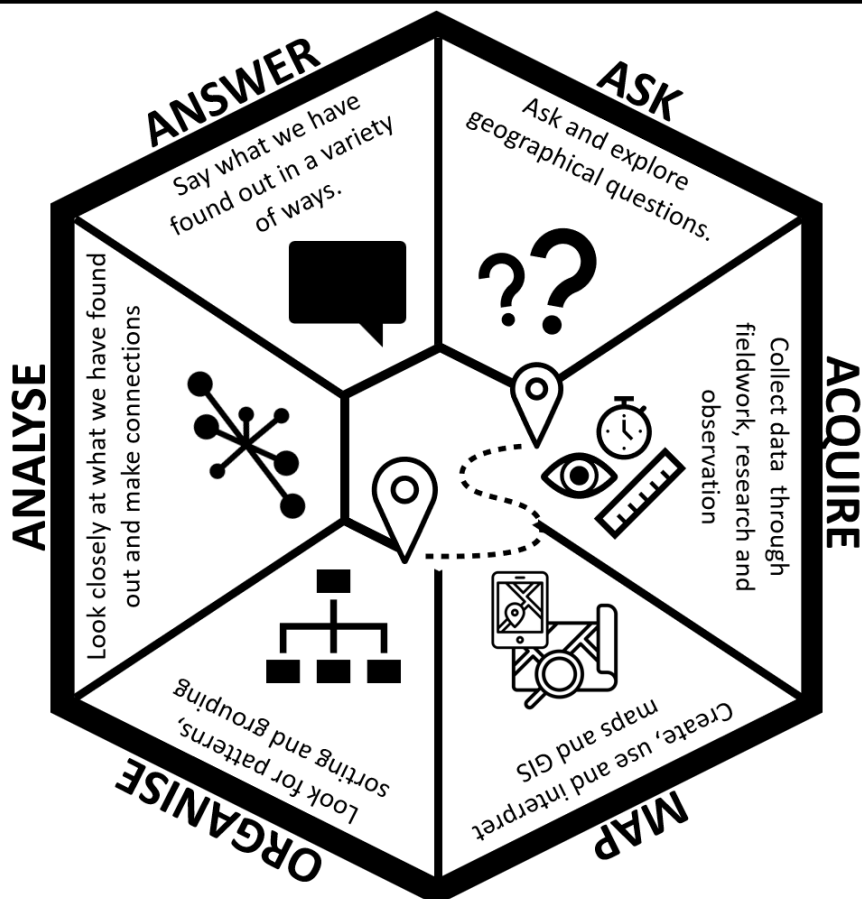
Great books to complement unit:

Ordnance Survey children's website: www.ordnancesurvey.co.uk/mapzone/ <https://getoutside.ordnancesurvey.co.uk/guides/map-reading-week/>

OS Explorer Map 182 (St Albans and Hatfield)

Assessment:

By the end of this enquiry, children will have begun to understand some of the key principles that will enable them to interpret formal maps. They will know that we can locate places on a map using a grid system, they will be able to explain why compass directions are important and be able to recognise some commonly used map symbols. All children will have studied Ordnance Survey maps of their local area and be able to give simple grid references.





Why do we have earthquakes and volcanoes?

Key Questions to be answered through enquiry:

- What is a volcano like?
- What is it like to live near Mount Etna?
- How does volcanic activity affect people around the world?
- Where do earthquakes happen and why?
- What causes earthquakes and tsunamis?
- How are people affected by earthquakes?

Key vocabulary:

Crater, core crust, magma, mantle, vent, volcano, crops, fertile, lava, monitoring, centre, seismometer, Sicily, tectonic plate, ash, erupt, glacier, earthquake, pattern, plate boundaries, tsunami

- Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Previous Learning:

Children have previously learnt about different landscapes, including regions in UK and wider afield. They learnt about mountains and rivers: investigating some famous examples. They have used ordnance survey maps to explore contour lines and how these show the shape of the land.

Key Knowledge:

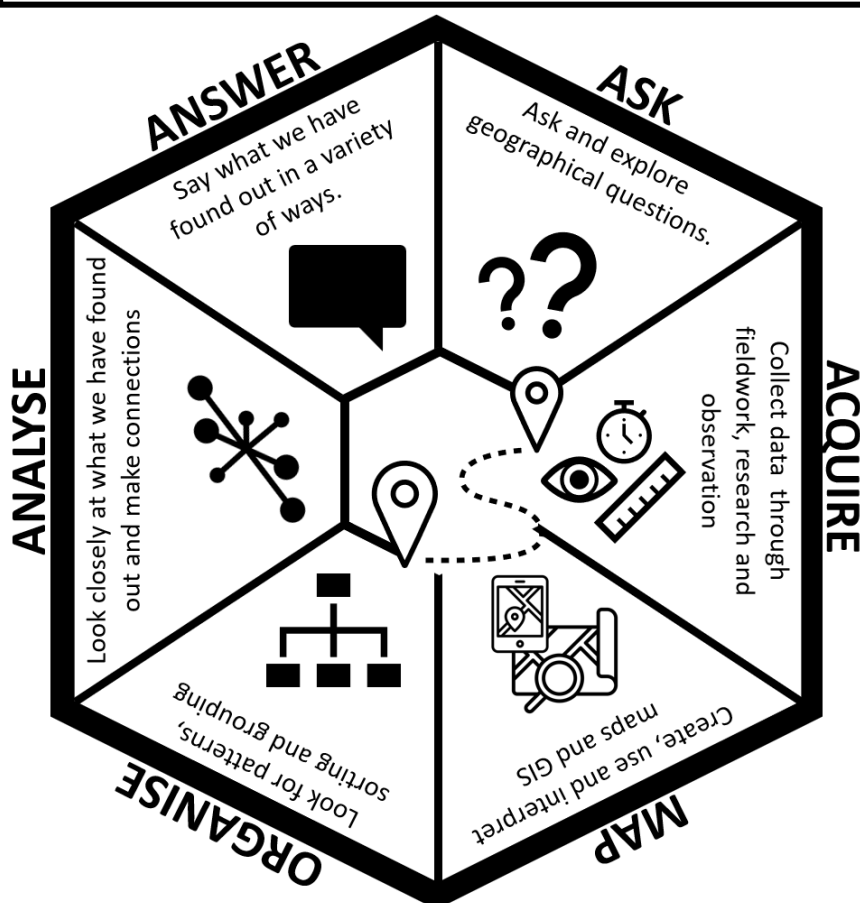
- The Earth's crust is very thin relatively speaking (like an apple skin on an apple) and made up of tectonic plates. These plates push and pull (link to learning in Science, Rocks in Year 3) creating mountain ranges and volcanoes. Volcanoes occur when hot rocks and gas beneath the ground comes to the surface. Volcanoes differ in size and shape and there are positives as well as negatives of living in their shadows and when they do erupt it can have global impact.
- Mount Etna is an active volcano in southern Europe. It is popular with tourists, skiers and farmers (because of its fertile soil).
- Moving plates also cause earthquakes such as Haiti 2010, Chile in 1960 and Indonesia 2004. Tsunamis are caused by underwater earthquakes. They are large waves of water that come into land that can cause enormous destruction and loss of life. Earthquakes are measured using the Richter scale.
- People work together after an earthquake or tsunami to rescue people and repair damage. Some countries, such as Japan, are more prepared for earthquakes e.g., creating buildings which can withstand and sway in the shock.

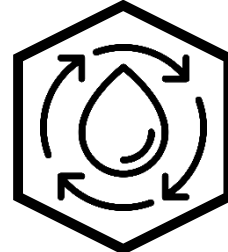
Fieldwork and sources:

A trip to the Natural History Museum to visit the Earthquake and Volcano gallery. Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapters 17 and 18. British Geological Survey website: www.bgs.ac.uk Cut-out volcano models, www.bgs.ac.uk/discoveringGeology/hazards/volcanoes/models/home.html Eruption of Eyjafjallajökull: <http://news.bbc.co.uk/1/hi/world/europe/8634944.stm> Mount Etna eruption: www.youtube.com/watch?v=D0McJNUCPT4 BBC earthquake clips: www.bbc.co.uk/science/earth/natural_disasters/earthquake British Geological Society information about earthquakes in the UK: www.bgs.ac.uk/discoveringGeology/hazards/earthquakes/UK.html Plate tectonics and biscuits: www.redcross.ca/blog/2010/4/understanding-earthquakes-and-volcanoes-with-snack Tsunamis: www.youtube.com/watch?v=tAlwAvdxQbl

Assessment:

By the end of this enquiry, children will be able to explain what a volcano is and use appropriate geographical vocabulary to explain the process in simple terms. They will be able to talk about why some volcanoes are found more often in certain regions of the world and how this is linked to the make-up of Earth's interior. Children will be able to identify some of the advantages and disadvantages of living near a volcano and explain some ways that an eruption can cause global impacts. Children will be able to describe earthquakes and tsunamis and the damage that they cause. They will be able to use appropriate geographical vocabulary to explain the process in simple terms. Those who are working above expectations will be able to talk about where earthquakes are more likely to be found and why. All pupils will be able to give some examples of famous earthquakes and suggest ways that people cope with living in an earthquake zone.





Where does the water in my tap come from?

Key Questions to be answered through enquiry:

- How does water affect our lives?
- Where does water come from? (The physical process)
- Where does water come from? (The human process)
- What are people doing to improve water supplies?
- What problems can too much water and lack of water cause?

Key vocabulary:

Flood, waterworks, condensation, drain, precipitation, condensation, evaporation, borehole, water cycle, reservoir, well, water tank, drought

Previous Learning:

Children have previously learnt about different landscapes, including regions in UK and wider afield. They have studied the weather and hot/cold places as well as different climates. They learnt about mountains and rivers: investigating some famous examples. They have used ordnance survey maps. *There are links to Science where water has been explored in materials/habitats and plants.*

Key Knowledge:

- Water is a key natural resource on earth. Most of the water in the world is found in the seas and oceans which cover more than 70 percent of the Earth's surface. However, seawater cannot be used for drinking or irrigation as it is contaminated with salt. Freshwater is more scarce. The main sources of supply are rivers, lakes and water-bearing rocks. We use water every day for numerous different things.
- Water can take different forms (solid-ice/snow, liquid and gas) as it warms and cools. The heat of the sun turns liquid water on the land and sea into gas (evaporation). As it rises into the atmosphere, the drop in temperature eventually causes this gas to condense as water particles creating clouds. If clouds become too full, water particles fall back to Earth as rain (precipitation).
- Our initial supply of water will probably be pumped from a river/lake/borehole and sent for purification/treatment in a water works. From there, the water will go into a reservoir/water tower before reaching the houses, factories & farms where its used.
- Improving water supplies is a key issue in some of the poorest and most disadvantaged parts of the world and an essential element in sustainable development. There are many ways of improving water supplies including: installing pipes linked to fresh water sources; harvesting rain in tanks; building dams across streams/ivers; digging new wells to access ground water.
- Floods and droughts can both cause issues.

Fieldwork and sources:

Complete a virtual waterworks tour (these can no longer be visited in person)

Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 19

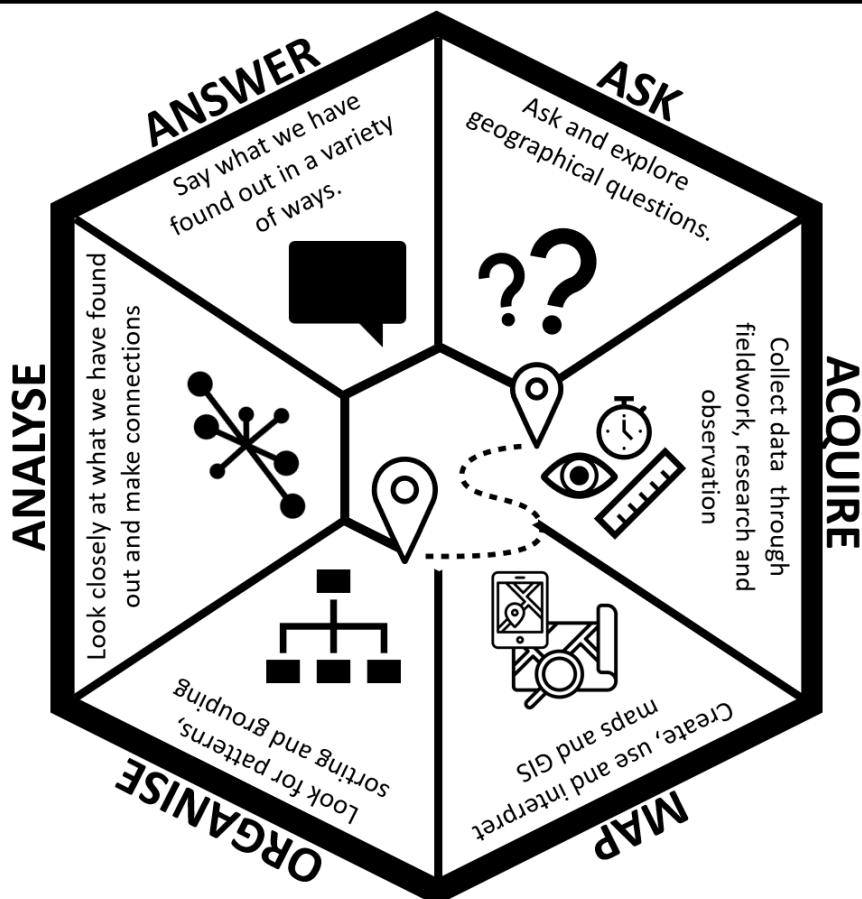
Great books to complement unit: Hooper, M. (2015) *The Drop in my Drink: The Story of Water on Our Planet*, London: Frances Lincoln Provensen, A. and M. (1987), Shaker Lane. Viking/Kestrel. Youtube video of Shaker Lane:

www.youtube.com/watch?v=cs6nSI_EH5Y BBC Bitesize – the water cycle: www.bbc.co.uk/education/clips/z8qtfg8 CAFOD: Our world, our water: <http://cafod.org.uk/Education/Primary-schools/Water> Oxfam – a new borehole in Turkana:

www.youtube.com/watch?v=Px24atK2rXw WaterAid teaching resources: www.wateraid.org/uk/get-involved/schools Waterwise website: www.waterwise.org.uk

Assessment:

By the end of this enquiry, all children will have been introduced to the idea that water is a key natural resource and will understand its importance in our lives. They will also have begun to develop an understanding of the water cycle and be able to link it to their own experiences. Some children will be able to describe different global initiatives to improve living conditions. All children will know that they need to use water wisely.





Where in the World: Europe?

Key Questions to be answered through enquiry:

- What is Europe like?
- What is Poland like?
- What are the Tatra Mountains like?
- How do the Tatra Mountains compare to life in our region?

Key vocabulary:

Border, landlocked, Baltic Sea, Krakow, Oder, Vistula, Tatra Mountains, Warsaw, altitude, beech trees, Carpathian Mountains, glacier, lichen, ridge, Tatra Mountains,

- Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
- Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North and South America.
- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Previous Learning:

Children have studied continents and oceans, considered hot and cold places and identified some natural features such as rivers and mountain ranges. Children have already learned about the volcano Mount Etna and some rivers.

Key Knowledge:

- Europe is a continent joined to Asia on its eastern edge (meaning some of Russia is in Europe and that Moscow is a European capital). The Alps, Carpathians and Scandinavia are the main mountain areas and the Rhine, Danube and Volga are the main rivers. Europe has a remarkably long coastline, deeply indented by the Baltic, Mediterranean and Black Seas where there are many natural harbours. There are a number of different climate regions and landscapes covering the 44 countries.
- Poland lies to the east of the UK. The River Vistula, river Oder the Carpathian Mountains and the Baltic Sea are some of the key physical features. Poland is less densely populated and much more rural than the UK. However, it also has globally significant reserves of coal. The capital of Poland is Warsaw, other major cities include Lodz and Krakow.
- The Tatra Mountains lie along the border between southern Poland and Slovakia, they go to a higher altitude than the mountains we have in the UK and bears/wolves roam freely. Different plants and animals are found at different altitudes. Traditional Tatra buildings are tall, made of wood and have side gables.

Fieldwork and sources:

Find out before the topic if children and their families have visited any places in Europe. Ask them to share any photographs they may have taken and use to annotate a map of Europe.

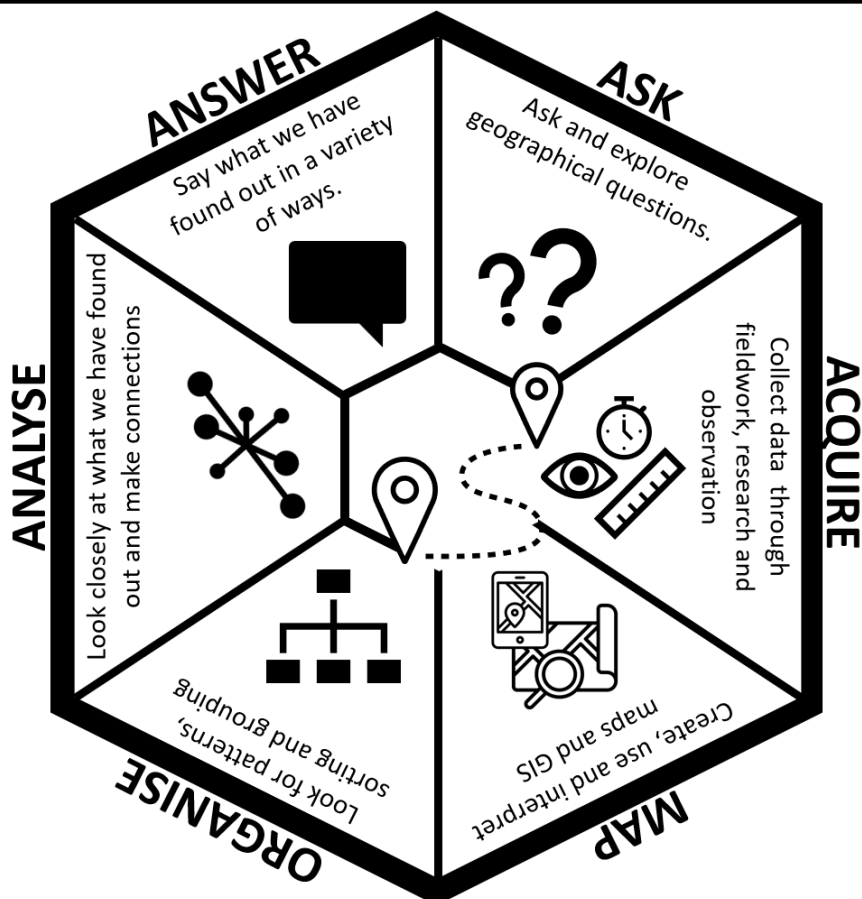
Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 15

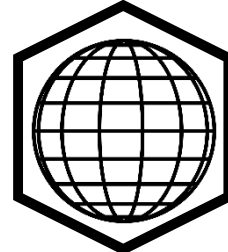
Great books to complement unit:

Polish border changes: www.youtube.com/watch?v=VXaR3vkrMSo

Assessment:

By the end of this enquiry, all children have begun to form an image of Europe and be aware of some of its key countries, cities and physical features. They will also have a more detailed knowledge of a European region (Poland and the Tatra Mountains). Those who are working beyond expectations will be able to make comparisons between Poland and the UK by making connections with previous learning.





How have geographers mapped the Earth?

Key Questions to be answered through enquiry:

- How does the Earth spin?
- What are lines of latitude and longitude?
- How accurate is the world map?
- What are time zones?
- Why does the sun rise higher and lower in the sky?
- What is the difference between tropical and polar regions?

Key vocabulary:

Axis, equator, North Pole, northern hemisphere, South Pole, southern hemisphere, Antarctic Circle, Arctic Circle, latitude, longitude, prime meridian, tropic of Cancer, tropic of Capricorn, map projection, Greenwich/prime meridian, International Date Line, time zone, distortion

- Pupils should be taught to 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).
- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Previous Learning:

In KS1 children compared the globe and atlas and were introduced to the equator as an imaginary line going around the middle of the globe when they studied hot and cold places. Children have studied the seven continents (with a focus on Europe) and five oceans. There are also links to learning in science on Space earlier in Year 5.

Key Knowledge:

- We use an imaginary grid to locate places on the Earth's surface. The North and South Poles mark the ends of the axis around which the earth rotates. The equator makes the Earth's circumference. Latitude measure degrees north or south and are parallel. Longitude lines are measure degrees east or west from Greenwich/the prime meridian meeting at the poles.
- Cartographers (people who make maps) have to translate a 3D object to a flat map – this can create distortions.
- The spinning of the Earth around the sun whilst tilted on its axis at 23.5 degrees give seasonal variations. The northern and southern hemispheres experiences exactly the opposite conditions. Other significant lines of latitude are the tropics of Cancer and Capricorn and the Arctic and Antarctic Circles.
- Time is measured in relation to the sun and the complete rotation of the planet every 24 hours (giving day and night). The Greenwich/prime meridian is a line of longitude and others in theory see an adjustment of one hour for every 15 degrees travelled (in practice countries adopt the time zone that suits its needs) The International date line is a line of longitude halfway around the world from the prime meridian.

Fieldwork and sources:

Children could look at plane journeys they and family members have taken exploring the time differences and zones they crossed.

Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 21 and 22.

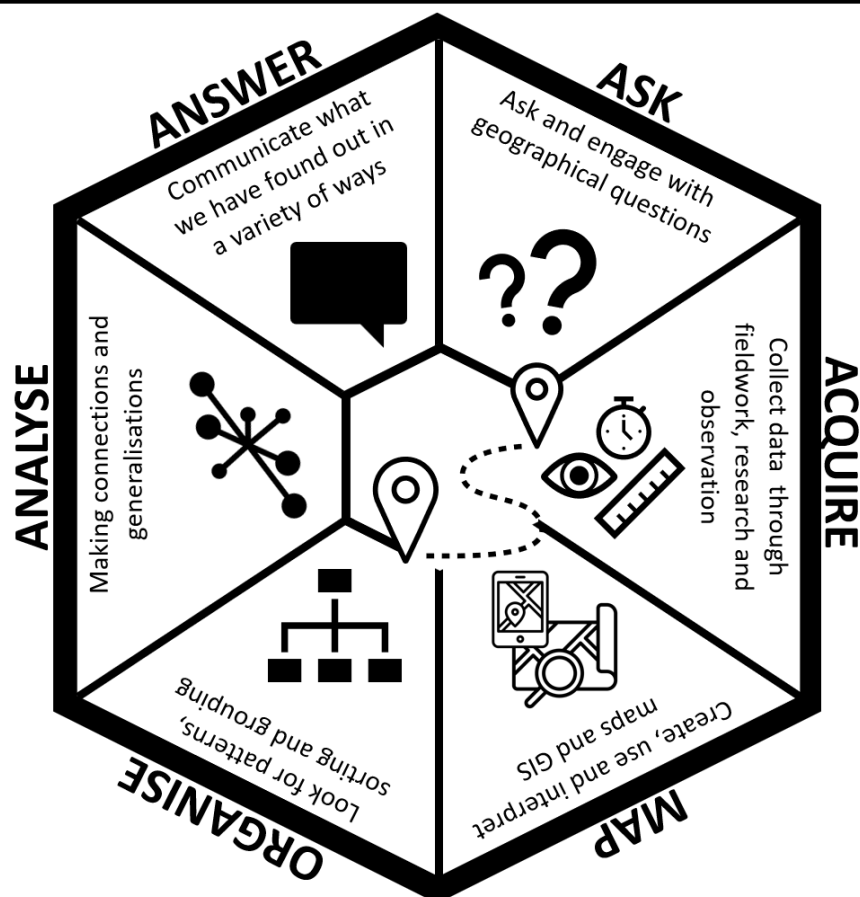
S.Pole webcam: www.esrl.noaa.gov/gmd/obop/spo/livecamera.html NASA: www.nasa.gov/mission_pages/station/main/index.html

BBC Learning: www.youtube.com/watch?v=gnAA35u-9wQ N.Pole webcam: www.arctic.noaa.gov/np2015/cam120150806045636.jpg

RSPB website: www.rspb.org.uk Live footage from the international space station <https://www.youtube.com/watch?v=njCDZWtI-xg>

Assessment:

By the end of this enquiry, all children should be able to locate the equator and other key features, such as the tropics of Cancer and Capricorn, on a globe or atlas map and explain their significance. They will know about lines of latitude and longitude and how they can be used to locate places. The ability to criticise different map projections indicates a higher level of achievement but all children should be able to compare the relative merits of globes and world atlas maps. All children should be able to locate the prime meridian on a globe or world atlas map and explain how it is used in measuring time. They should also be able to locate the tropics of Cancer and Capricorn and the Arctic and Antarctic Circles and relate them to overhead sunshine or midnight sunshine. Pupils who have a more developed understanding will be able to explain how the tilt in the Earth's axis accounts for the seasons.





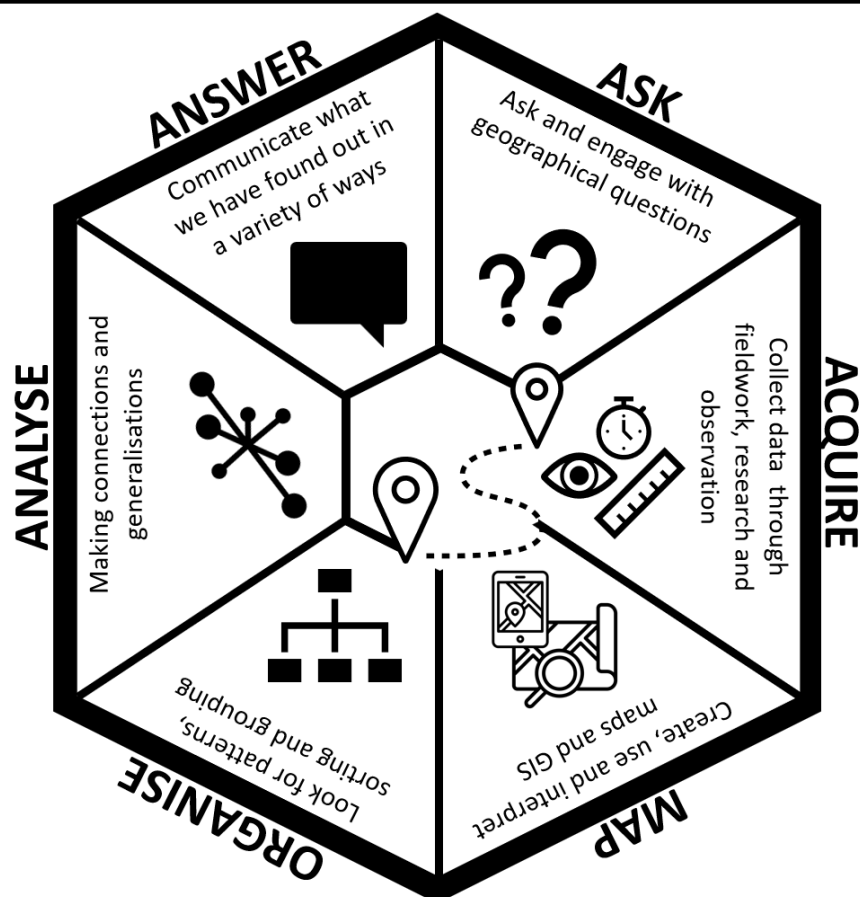
What is a biome?

Key Questions to be answered through enquiry:

- What is a biome?
- What are rainforests like?
- What are hot deserts like?
- What are savannahs like?
- Why are biomes important?

Key vocabulary:

Convection, jungle, rainforest, cactus, date, palm, mirage, oasis, sand dune, tropics, Masai, savannah, season, silhouette



- Pupils should be taught to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Previous Learning:

Children have learnt about polar/desert/rainforest climates and studied how the earth has formed including mountains and rivers. In the previous unit children have looked more closely at how the world has been mapped.

Key Knowledge:

- A biome is a large geographical area or region with a distinctive community of plants and animals. Climate is a key factor in determining the nature and extent of a biome. Soil, relief and other elements also play a significant role. In very general terms, biomes stretch across the continents in belts which are loosely linked to latitude – the dense foliage of the equatorial regions contrasts with the sparse coverage nearer the poles. Biomes are not restricted to land; they also cover seas and oceans. Each biome contains a variety of ecosystems and habitats which are adapted to local environmental conditions. They are not fixed but constantly evolving. There are five main biomes worldwide: forest, grassland, desert, tundra and aquatic.
- Rainforests (including the Amazon and Congo) are a type of forest biome that are warm all year round and are found around the equator. Daily weather hardly varies and there are no seasons. Many creatures live here.
- Many of the world's hot deserts are found on or near the tropics (including the Sahara, Arabian, Thar and Sonoran on Cancer and Atacama, Kalahari, Great Victoria on Capricorn). Distinctive features include hot days and cold nights, sandstorms, sand dune, oases, mirages, date palms, cacti, scorpions and camels.
- Savannahs are a type of grassland biome. The climate is too dry for forests but there is enough rain for grass to grow. There are just two seasons, a long dry and short very wet season. Most of the world's savannah is found in Africa and it is the home to many groups of people who herd animals for a living.
- Every biome contributes in a different way to the tapestry of life on our planet. Every biome is a unique ecological network.

Fieldwork and sources:

Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 23

Great books to complement unit: Aardema, V. (1981) Bringing the Rain to Kapiti Plain. London: Macmillan Bailey, E. (2015), One Day on our Blue Planet: In the Savannah. Flying Eye Books Bowden, D. and Copeland, P. (2015) Amazon Adventures: Investigating the South American Rainforest. Sheffield: Geographical Association Arabian Desert video: www.youtube.com/watch?v=gWo5sHandUM Sir David Attenborough programme about the savannah: www.youtube.com/watch?v=QNcJ2pg0Jws YouTube clip: Bringing the Rain to Kapiti Plain: www.youtube.com/watch?v=14_E5EQDqBY

Assessment:

By the end of this enquiry, all children should be able to describe a biome and name at least two examples. They will also know that biomes cover very large areas and are the result of different climate conditions. Those who are working at higher levels of attainment will recognise that biomes are linked to latitude. They will also be able to explain some of the other ways biomes and climate interrelate. All pupils will be able to talk about some of the plants and animals which inhabit different biomes.



Where in the World: North America?

Key Questions to be answered through enquiry:

- What is North America like?
- What is special about the Caribbean?
- What is Jamaica like?
- How does Jamaica compare to our local area?

Key vocabulary:

names of key countries and cities in North America, Hurricane, tropic of cancer, aluminium, Jamaica, season, tropical climate,

- Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Previous Learning:

Children have studied continents and oceans, considered hot and cold places and identified some natural features such as rivers, mountain ranges, rainforest, deserts and savannah. Children have learnt about countries and regions in Africa (Gambia/Kaiaf) and Europe (Poland/Tatra Mountains) they have compared these with the local area. *In history children have learnt about Windrush.*

Key Knowledge:

- North America is the third largest continent after Asia and Africa. It lies between the Pacific and Atlantic Oceans. North America includes the Greenland ice sheet and the islands of northern Canada. It also incorporates the Caribbean. North America is joined to South America by a narrow strip of land. The boundary lies along the border between Colombia and Panama.
- The position of the Caribbean, just south of the tropic of Cancer, influences its climate. The Caribbean lies in the path of hurricanes. It is an area rich in sea, plant and animal life including coral reefs.
- Jamaica is a relatively small, mountainous tropical island that has high mountains and strong historical links with the UK (they share a King). It is a world producer of bauxite (the ore from which aluminium is made). Jamaica is the tip of a mountain rising from the sea floor. Nearly half of the island is more than 1,000 feet (330 meters) above sea level. There are lush rolling hills that are ideal for agriculture and coastal beach regions that are popular with tourists. Most of the population lives in cities and one third of all Jamaicans live in the capital of Kingston.

Fieldwork and sources:

Find out before the topic if children and their families have visited any places in North America. Ask them to share any photographs they may have taken and use to annotate a map of North America.

Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 26

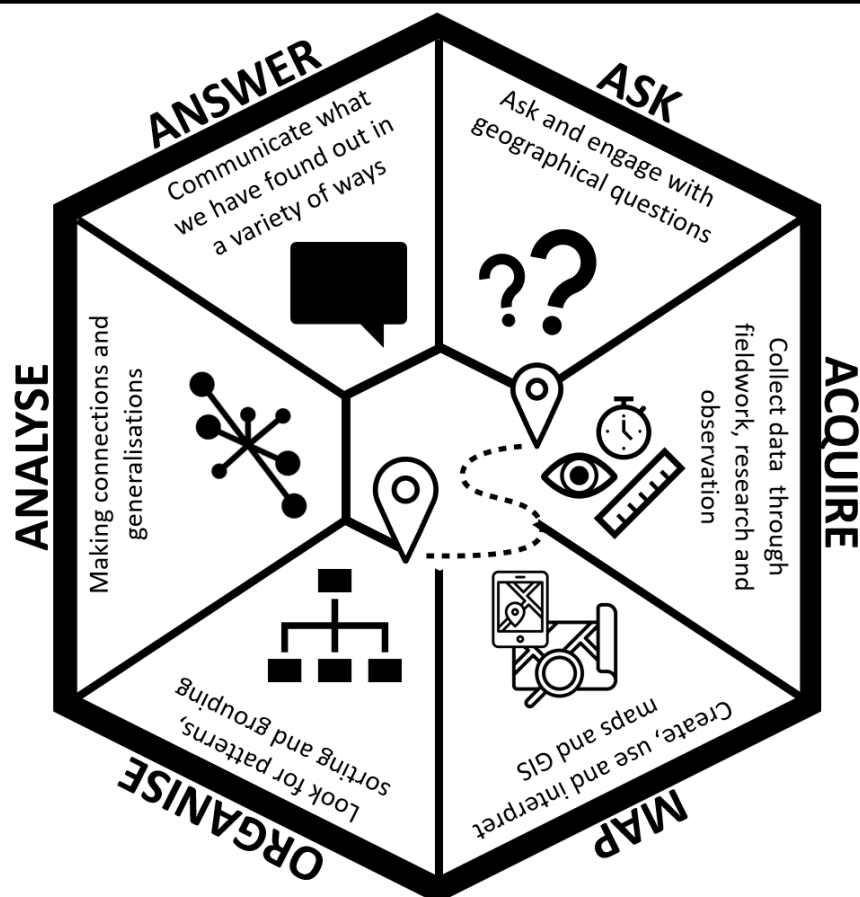
Anansi and Company: Retold Jamaican Tales by Bish Denham

<https://kids.nationalgeographic.com/geography/countries/article/jamaica>

<https://www.nationalgeographic.com/travel/article/jamaica-photos>

Assessment:

By the end of this enquiry, all children should have an outline knowledge of the key physical and human features of North America and be able to locate and describe the Caribbean. Those who are working beyond expectations will be able to make meaningful geographical comparisons between Jamaica and our local region. The ability to generate significant enquiry questions will be further evidence of achievement.





Where in the World: South America?

Key Questions to be answered through enquiry:

- What is South America like?
- What is significant about the Amazon river?
- What is significant about the Amazon rainforest?
- Why is deforestation such a problem?
- How life in the Amazon compare to life in our region?

Key vocabulary:

Continent, country, equator, rainforest, region, pampas, South America, tropics, deforestation

- Pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Previous Learning:

Children have explored the continent (Europe), country (UK), region (Hertfordshire) and significant geographical features (both physical and human) including biomes, beginning from their own local area. Children have compared their area with Kaiaf (Gambia), Tatra Mountains (Poland) and Florida (USA). Children have used a variety of maps, atlases, globes and GIS.

Key Knowledge:

- South America is diverse in climate, flora and fauna. The Andes are the world's longest chain of mountains, the Amazon the largest rainforest area and the Atacama Desert in Chile the driest place on earth.
- The name Amazon can refer to a vast region (spanning eight countries), river (the largest in world by discharge/second largest by length) or river basin. It has a tropical climate and only two seasons: wet and dry. The rainforest biome contains animals that have adapted to their habitat. Over half of the world's rainforest is in the Amazon, 10% of all species on Earth and home to more than 30 million people. Many live in cities such as Manaus but there are also small communities and uncontacted tribes.
- Deforestation (due to mining, cattle pastures, wood, housing, agriculture, roads and medicine) has been linked to reduced rainfall/climate change.
- Sustainability: The Amazon is often used to exemplify conversations and issues concerning sustainability because of the rate of erosion of one of the world's greatest treasures: the Amazon rainforest.

Fieldwork and sources:

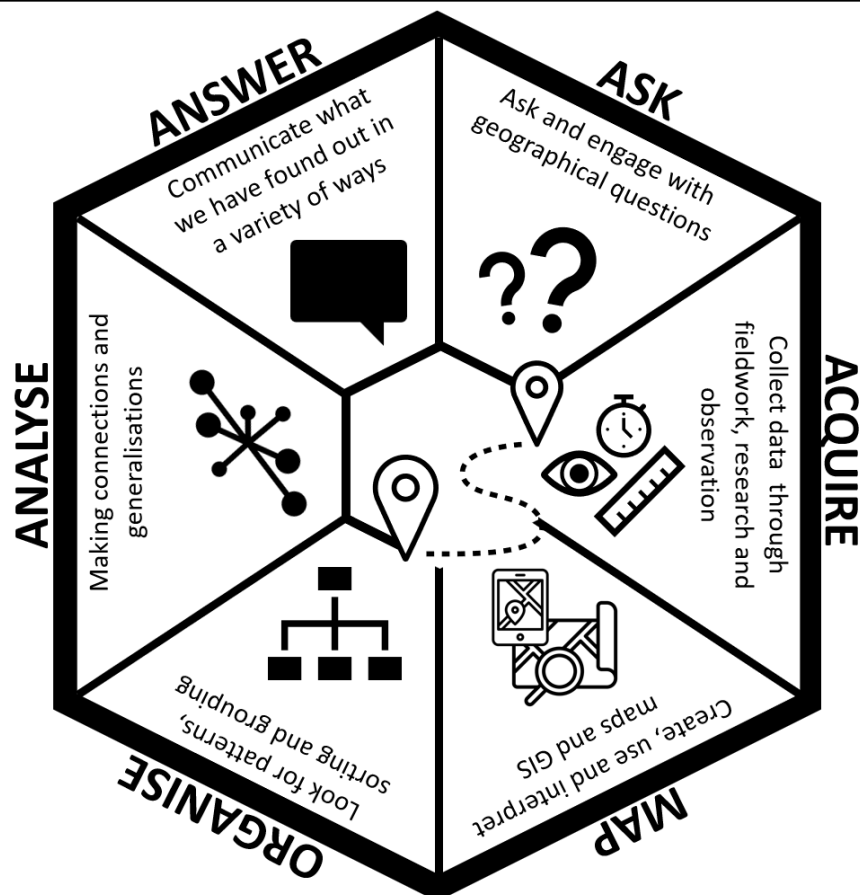
Find out before the topic if children and their families have visited any places in South America. Ask them to share any photographs they may have taken and use to annotate a map of South America.

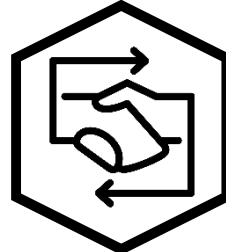
Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 27

Great books to complement unit: Ballin, B. and Whittle, J. (2014) Back2Front: The Americas, Glasgow: Wildgoose Bowden, D. and Copeland, P. (2015) Amazon Adventures: Investigating the South American Rainforest, (Geography Plus series). Sheffield: Geographical Association Foreman, M. (2007), Mia's Story. Walker Books Humphreys, A. (2014) The Boy who Biked the World. Part Two: Riding the Americas. Much Wenlock, Shropshire: Eye Books

Assessment:

By the end of this enquiry, children will be able to locate South America on a globe and on a 2D map and locate and describe some of its significant features. They will be able to talk about one or more of the continent's large cities and some of the issues it faces as it grows. Children will also be able to make some comparisons between a region in South America the Amazon and a region in the UK.





What is trade?

Key Questions to be answered through enquiry:

- Are all shops the same?
- What are the different types of work?
- How are we are linked to other people through trade?
- Is trade fair?

Key vocabulary:

Country, season, shopping centre, survey, primary activity, secondary activity, tertiary activity, barter, fair trade goods, shipping route, trading bloc

- Pupils should be taught to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Previous Learning:

In Key Stage 1 children explored the local area including thinking about jobs that people have. In Key Stage 2 children have learnt about other countries and regions (including physical and human features) and considered their industries.

Key Knowledge:

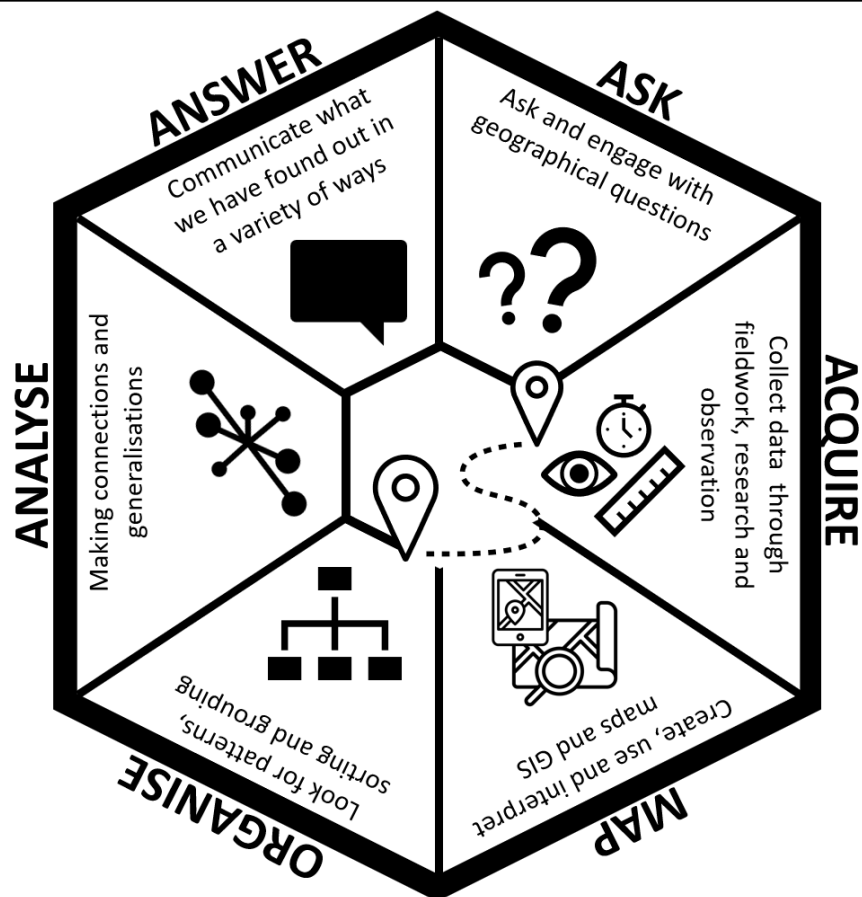
- There are many types of shops that sell different goods. Shops change over time – some close and others open. Goods such as produce are imported through trade so they can be sold all year round (Grapes are provided as an example). Shops provide a service as well as jobs.
- Jobs can be sorted into three different categories – primary, secondary and tertiary. Primary activity involves acquiring raw materials. For example, coal and metal ore are dug out of mines, trees are cut down to obtain wood, and oil and gas are extracted from underground wells. Fishing and farming are also a key part of primary production. Secondary activity involves turning raw materials into goods which people value. For example, the wheat which farmers cultivate is turned into bread in bakeries, and mineral ore is turned into metal and used in factories. Building and construction are also considered as part of the secondary sector. Tertiary activity refers to the services which support primary and secondary activity. This sector covers a wide range of activities including healthcare and education.
- People are more likely to live in harmony and within planetary limits when resources are distributed reasonably equitably. This area of study touches on the complex and contentious issue of global inequalities and introduces children to some of the issues surrounding global trade. These are topics to which they can return later in their schooling. Introducing them in the primary phase provides an essential foundation for future learning.

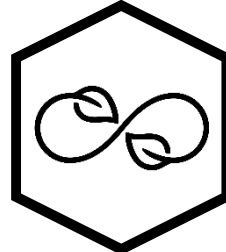
Fieldwork and sources:

Look at shops in the locality, mapping and looking at gaps in provision – thinking why our local shops exist and their purpose.
 Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapter 29
 Milway, K. S. (2008), One Hen: How One Small Loan Made a Big Difference. London: Kids Can Press
 Christian Aid website – The Paper Bag Game: <http://learn.christianaid.org.uk/YouthLeaderResources/pbag.aspx> Human geography teaching resources: www.bbc.co.uk/education/topics/zx72pv4 Oxfam role play resource: Find Your Way through Trade: www.oxfam.org.uk/education/resources/find-your-way-through-trade Fair Trade www.oxfam.org.uk/education/resources/explore-fairtrade

Assessment:

By the end of this enquiry, pupils will have begun to understand about different types of work, why trade evolved and how it affects their lives. They will also have a growing awareness of global inequalities and how some people in poor nations get paid very little for their produce. Those children who are able to talk about and suggest possible ways of addressing these problems will be moving towards a higher level of achievement.





Why does sustainability matter?

Key Questions to be answered through enquiry:

- How do we use natural resources?
- Where does our food come from?
- What does sustainability mean?
- Do we live in a fair world?
- What kind of future do we want?

Key vocabulary:

Electricity, export, fossil, fuel, mineral, oil, turbine, food miles, label, organic, soil, campaign group, carbon footprints, charity shop, community, environment, food miles, recycle, sustainability, global income, inequality, life expectancy, population, wealth, choice, community, futures, planning, sustainable

Previous Learning:

Children have been on a journey through primary school exploring the interconnectedness of the world and its people. This unit brings this learning together and encourages children to reflect on the world, its resources and their future in it. There are links to Science (Electricity and renewable sources of energy)

Key Knowledge:

- People depend on Earth's natural resources to survive. Some of these resources are limited, some renewable. The distribution of and demand for these resources are not equal.
- The way our food has been grown and where it comes from is extremely diverse. The distance that food travels to reach our shops and homes is known as 'Food miles'. There are benefits and disadvantages to using local primary suppliers.
- If something is sustainable, it can be carried on for a long period of time. Sustainability involves thinking about the quality of life now and in the future. The way we gather, use and recycle resources impacts sustainability.
- The amount of carbon dioxide produced as a result of your daily activities is known as your carbon footprint. Everything we do has an impact on the environment. By making changes to our routines, we can reduce our carbon footprint and have a positive effect.
- There is inequality in our world in the distribution of wealth and resources.
- Geographers look at what has and is happening to predict what might happen in the future. We can all have an impact, individually and collectively. .

Fieldwork and sources:

Fieldwork will encompass children acquiring data on their own environmental impact, analysing this and

Teaching Primary Geography by Stephen Scoffham and Paula Owens Chapters 28/30

Parsons, S. and Foley, M. (2012), Food for Thought: Investigating Where Our Food Comes From. Sheffield: Geographical Association

Food miles calculator: www.foodmiles.com Soil experiments: [www.soil-](http://www.soil-net.com/dev/page.cfm?pageid=casestudies_jamjar&loginas=anon_casestudies)

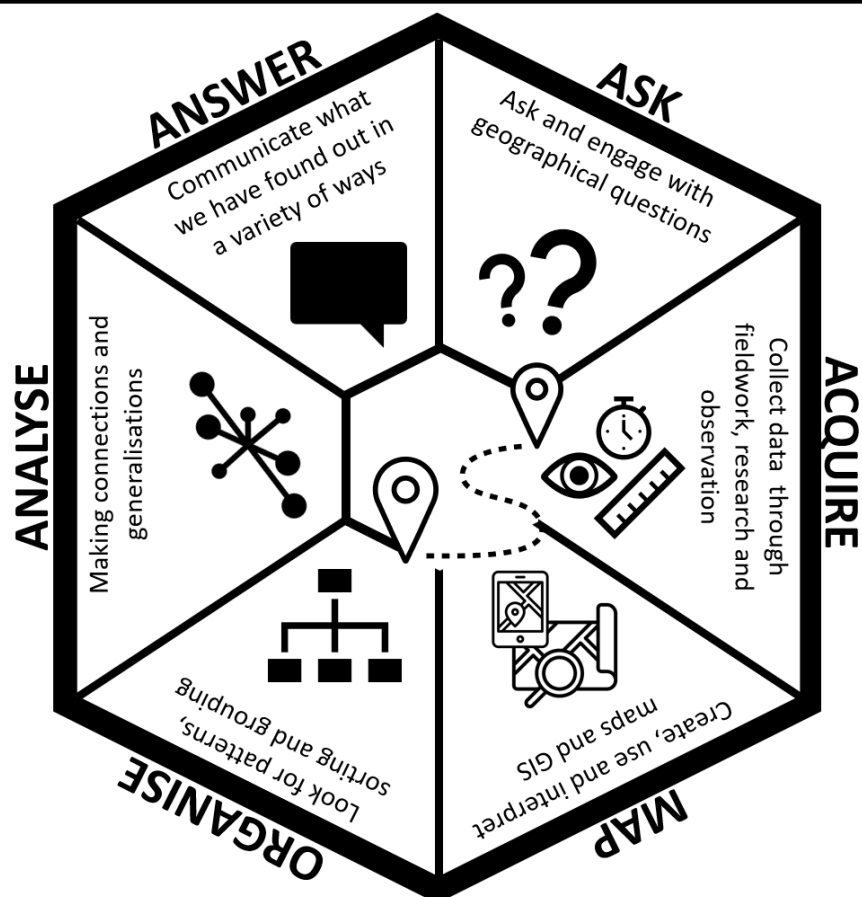
[net.com/dev/page.cfm?pageid=casestudies_jamjar&loginas=anon_casestudies](http://www.soil-net.com/dev/page.cfm?pageid=casestudies_jamjar&loginas=anon_casestudies) Sustainable energy projects (short video clips):

www.ashden.org WaterAid: www.wateraid.org/uk <https://visibleearth.nasa.gov/> www.ashden.org www.wwf.org.uk

www.worldmapper.org If the world were a village by D Smith [https://cdn.creatureandcoagency.com/uploads/2018/05/30-facts-](https://cdn.creatureandcoagency.com/uploads/2018/05/30-facts-about-going-green.pdf)
[about-going-green.pdf](https://cdn.creatureandcoagency.com/uploads/2018/05/30-facts-about-going-green.pdf)

Assessment:

By the end of this area of study, all children will have learnt about the resources that they use and where they come from, and that sustainability involves thinking about quality of life now and in the future. They will all have had opportunities to apply their geographical knowledge to identify how we live in an unequal world where access to different key resources varies enormously. Those who are working at higher levels of achievement will have begun to understand the multiple links and connections between people in different parts of the world and how the decisions which they make may impact on others both locally and overseas, they will have used enquiry and critical thinking skills to consider how information is portrayed and will feel confident in suggesting some solutions to everyday issues and problems.





Department
for Education

Geography programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study



A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, 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. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Published: September 2013

Geography – key stages 1 and 2

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content



Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.



Pupils should be taught to:

Locational knowledge



- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge



understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography



identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

- use basic geographical vocabulary to refer to:
 - 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



use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage



use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map



Geography – key stages 1 and 2

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge



locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities



name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time



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)

Place knowledge



understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

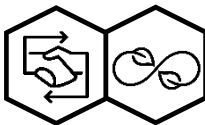
Human and physical geography



- describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water



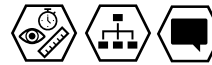
Geography – key stages 1 and 2

Geographical skills and fieldwork



use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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Reference: DFE-00186-2013



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Go Jetters! <https://www.bbc.co.uk/cbeebies/shows/go-jetters>

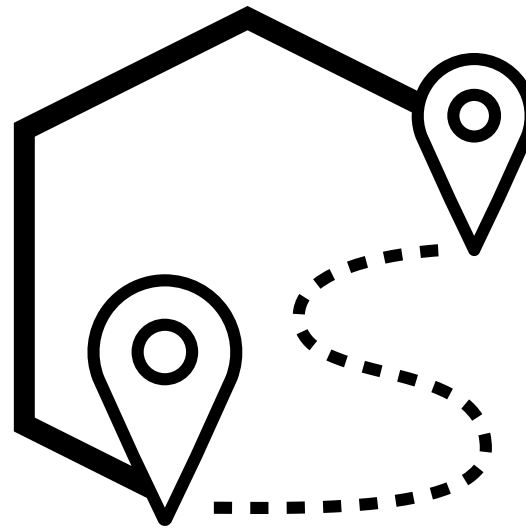
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The Noun Project - <https://thenounproject.com/> - and Laura Healey

Debbie Bartlett, Hollie Stoughton, Kirsty Weston, Daisy Ambler and Andrew Guilder

With thanks to all staff at St Mary's, Welham Green who have shared their expertise and experience in putting this geography curriculum together.

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