

## Geography Curriculum

### Intent:

The purpose of our Geography intent is to provide a framework for high quality geography education across phases to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The aim is to ensure that pupils are equipped with knowledge about a diverse range of places, people, resources and natural and human environments, together with a deep understanding of the earth's key physical and human processes. Pupils should make sense of the complex world around them, understand and be confident to investigate some of the major issues, challenges and opportunities that the world faces today. The aim is to ensure that pupils will develop greater competence in using geographical knowledge, approaches, concepts and skills in analysing and interpreting a wide range of different geographical information. In that way pupils will enrich their locational knowledge and spatial and environmental understanding as well as acquire the geographical cultural capital needed to be confident and successful global citizens.

### Disciplinary knowledge

|                           | <b>EYFS</b>   | <b>Year 1</b>   | <b>Year 2</b>  | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
|---------------------------|---|---|--|---------------|---------------|---------------|---------------|
| <b>Place and Space</b>    | Identify similarities and differences between places, drawing on my experiences and what has been read in class.  | Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a non-EU country. |  |               |               |               |               |
| <b>Location</b>           | 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. | 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 UK and surrounding seas. |               |               |               |               |
| <b>Physical world</b>     |   | Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles   | Identify seasonal and daily weather patterns in the United Kingdom   |               |               |               |               |
| <b>Human environments</b> | Model the vocabulary needed to name specific features of the natural world, both natural and manmade.   | Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.  |  |               |               |               |               |

|                                    |   |  |  |  |  |  |  |
|------------------------------------|---|--|--|--|--|--|--|
| Interdependence and sustainability | Understand the effect of changing seasons on the natural world around me.   |  | Begin to establish an understanding of the interaction between physical and human processes.           |  |  |  |  |
| Cultural understanding             |   |  | Begin to understand that people and places are culturally diverse.                                     |  |  |  |  |
| Scale                              | Use and draw information from a simple map<br>Look at aerial views and comment on buildings, open space, roads, and other simple features |  | Describe localities at a small scale, comparing other similar sized locations to their own local area. |  |  |  |  |

## Geography Curriculum Substantive knowledge

|  | EYFS  | Year 1  | Year 2  | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|--------|--------|--------|--------|
| Globes, maps (including OS maps) and atlases | Describe my own immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps<br>Name the village and city the school is located in. | Use world maps, atlases and globes to investigate the world's continents and oceans. Countries and capitals of the UK.<br>Compare and contrast a small area of the UK with that of a non-European country | Be able to describe local and/or small-scale geographical features.<br><br>Explore weather and climate in the UK and around the world.                                      |        |        |        |        |
| GIS  | Begin to use geographical skills, including first-hand observation, to enhance their locational awareness   |   | Use digital mapping to locate and describe the local area   |        |        |        |        |
| Geography skills and fieldwork               | Interpret a range of sources of geographical information, including maps, diagrams, globes, photographs, and geographical information systems, such as, Google Earth          |   | Ask and answer geographical questions. Identify key features of a location (rural/urban) Use simple fieldwork and observational skills to study the geography of the school |        |        |        |        |
| Geographical literacy                        | Communicate geographical information in a variety of ways e.g. maps and drawing   | Use basic vocabulary to refer to key physical and key human features  | Use locational language of features and routes on a map.<br>Be able to describe local and/ or small scale geographical features   |        |        |        |        |
| Geographical numeracy                        | Collect, analyse, and communicate a range of data gathered through experiences of fieldwork.  |   | Use simple grid references.<br>Measure and record simple geographical information in tables, graphs and charts.<br>Sort/categorise geographical features– e.g. land uses    |        |        |        |        |