Curriculum Intent

Geography

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| **Intent**  Seagrave’s geography curriculum will inspire in children a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching equips 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 children progress, their growing knowledge about the world will 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 framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. | | | | |
|  | **EYFS** | **Year 1/2** | **Year 3/4** | **Year 5/6** |
| **Autumn 1** | Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | 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 | 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 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  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) |
| **Implementation (first stage)**  **CYCLE A** | My locality   * My house * My school * My village | Field work   * Compasses * Directional language * Orienteering - intro | Maps and atlases   * Europe * Seas * Oceans | Atlas work   * Latitude/longitude * Equator * Hemispheres * Tropics * GMT |
| **Implementation (first stage)**  **CYCLE B** | Journeys – Australia  Migration | Mapping skills  Google Earth  Birds eye view  Orienteering  Making a compass | English counties - linked to history topic |
| **Autumn 2** |  | 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 | 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 | 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  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 |
| **Implementation (first stage)**  **CYCLE A** | Seasons – autumn  Rivers  Journeys  India | Weather  Seasons  Compare and contrast hot and cold places | Weather  Water cycle  Mountains  Rivers | Maps   * Countries * Europe * Russia * N & S America * Environmental regions * Human characteristics |
| **Implementation (first stage)**  **CYCLE B** | Journeys – Australia  Migration | World Pizza  Food miles  Mapping  Distance  Types of transportation  Fair Trade | English counties - linked to history topic – WW11 – Germany/France |
| **Spring 1** | Looks closely at similarities, differences, patterns and change | 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  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. | 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  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  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 |
| **Implementation (first stage)**  **CYCLE A** | Seasons – winter  Local study  Arctic/Antarctic  China  Bear hunt - journeys | Similarities and differences in UK areas  Aerial photo graphs (drone)  Compare and contrast Seagrave and Leicester  Compare and contrast with non-UE small area in a non-UE country | Local study   * Field work * OS maps | Local study   * Field work * OS Maps * Similarities and differences * Humans and physical   Regions   * UK * EU |
| **Implementation (first stage)**  **CYCLE B** | Local Study  Creating maps | History Focus | Climate changes  Human and physical features  Biomes  Vegetation belts  Use of maps/atlas |
| **Spring 2** | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | 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 | Describe and understand key aspects of:  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | 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 |
| **Implementation (first stage)**  **CYCLE A** | Mapping skills  Physical features | Locational knowledge   * Seas * Oceans * Countries * Continents | Volcanoes and earthquakes | Trade links  Settlements  Economics  Energy  Food  Minerals  Land use  Biomes |
| **Implementation (first stage)**  **CYCLE B** | The United Kingdom  London focus | History Focus | Study of Russia |
| **Summer 1** | Looks closely at similarities, differences, patterns and change | History topic | 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 | History Topic |
| **Implementation (first stage)**  **CYCLE A** | Seasons – Summer  Weather | History topic | Britain   * Counties * Cities * Human and physical features * British values | History Topic |
| **Implementation (first stage)**  **CYCLE B** | History topic | Local study  Changing landscape  Effects of environmental chanhe – human and physical. | History topic |
| **Summer 2** | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. | History topic | History topic | History topic |
| **Implementation (first stage)**  **CYCLE A** | Holidays  Seaside  Seas/oceans | History topic | History topic | History Topic |
| **Implementation (first stage)**  **CYCLE B** | Oceans | History topic | History topic |
| **Impact**  Progress against the learning intentions will be mapped and monitored through teacher assessment into the statement section of Target Tracker.  The curriculum leader will monitor the effectiveness of the curriculum through pupil interviews and work scrutiny. | | | | |