



**Subject Leader**

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### INTENT

Why do we teach this? Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At The Willows children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferrable to other curriculum areas. Geography is an investigative subject, which develops an understanding of concepts, knowledge and skills. At The Willows our intent, when teaching geography, is to inspire in children a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be.

### IMPLEMENTATION

At The Willows we teach Geography using Sonar and Kapow, which follow the National Curriculum, and are supported by clear skills and knowledge progression. Our curriculum organises the attainment targets for Geography under Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork, and so we have planned our Geography curriculum with these strands running through each and every unit. Our scheme of work has been designed as a spiral curriculum, teaching three units each year, with the following key principles in mind:

- Cyclical: Pupils return to the key knowledge and skills again and again during their time in primary school.
- Increasing depth: Each time a skill is revisited it is covered with greater complexity.
- Prior knowledge: Prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop the skills of a geographer by fully immersing them in all areas of the subject. The local area is fully utilised to achieve desired outcomes, with opportunities for learning outside the classroom embedded in practice. School trips and fieldwork are provided to give first hand experiences, which enhance children’s understanding of the world beyond their locality. The Willows believe it is vital that pupils consider the ways that geographers question and explain the world and begin to ‘think like a geographer.’ We follow Kapow’s enquiry cycle of **Question-Observe-Measure-Record-Present** when delivering our fieldwork studies to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry

What is taught when?						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Half Term 1	<b>Antarctic Adventure</b> Hot and cold areas of the world/continents	<b>Ocean Adventures</b> Using maps and atlases to locate oceans and continents. Locate hot and cold areas.	<b>Lost in the Jungle</b> North/South America. Biomes and climate of tropical rainforests.	<b>On Top of the World</b> Physical and human features - focus on mountains.	<b>Wild, Wild World</b> Physical Geography - natural disasters (volcanoes and earthquakes)	<b>What a Wonderful World!</b> Geographical and fieldwork skills – OS maps, 8-point compass and grid references.
Half Term 2	N/A	N/A	N/A	N/A	N/A	N/A
Half Term 3	<b>Happy Holidays!</b> Travel agent comparing UK to non-European area.	<b>Location, Location</b> Identify similarities and differences (human/physical features) between an area of the UK and a non-European area	<b>Flying Food Airways</b> Use maps, atlases and globes to locate places and understand what foods are grown there and why.	<b>Who Pays the Price?</b> The water cycle and rivers and mountains. Issues facing developing countries	<b>Globetrotters</b> Understand how location in the world dictates time zone.	<b>FAIRtrade?</b> Examine where Fairtrade operates and why, looking at human and physical features



Half Term 4	N/A	N/A	N/A	N/A	N/A	N/A
Half Term 5	<b>Hero Hunters</b> Fieldwork skills - drawing simple maps	<b>Around the World with Three Bears</b> Using map and atlases to identify continents and countries	<b>Biome in a Box</b> Locate and investigate biomes of the world.	<b>Building Britain</b> Use maps to locate countries and cities of UK. Study topography of UK and how it's changed.	<b>Crack the Code</b> Use OS maps, 8-point compass and grid references.	<b>Full Steam Ahead</b> Use digital mapping, Ordnance Survey and compass skills to investigate topography of UK and how it has changed
Half Term 6	N/A	N/A	N/A	N/A	N/A	N/A

### Knowledge and Skills Prior to KS1 - GEOGRAPHY in EYFS

**Locational Knowledge-** Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area)

To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)\* To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).

**Place Knowledge-**Discussing how environments in stories and images are different to the environment they live in.

To know that places within this country can differ from each other. To know that there are differences between places in this country and places in other countries.



**Human and Physical Geography-** Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area).<sup>\*</sup> Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).

To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions. To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)<sup>\*</sup> To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).<sup>\*</sup>

**Geographical skills and Fieldwork-** Ask questions about the world around them, Commenting on the features they see in their school and school grounds, Answering simple questions, guided by the teacher, Creating some of the features they notice in their school and school grounds, Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.

Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.

To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind)

**Vocabulary Progression-** direction • feature • find journey identify • look • photograph • route • search • feel • look • notice • observe • see • smell • Sound • touch acorn • autumn • bark • dark • dry • feather • flower • freezing • frosty • hot • leaf • rain • seed • snow • spring • summer • sun • sunny • twig • wet • winter building • car park • field • house • park • path • road • lake • river • town • village



Skills and Knowledge Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Locational Knowledge</b>					
<ul style="list-style-type: none"> <li>-Know names of 7 continents and 5 oceans</li> <li>-Name four countries of the UK and their capital cities</li> </ul>	<ul style="list-style-type: none"> <li>-Name and locate the 7 continents and 5 oceans</li> <li>-Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>-Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities</li> <li>-Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator</li> <li>-Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic</li> <li>-Begin to identify position of Prime/Greenwich Meridian and time zones</li> </ul>	<ul style="list-style-type: none"> <li>-Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities</li> <li>-Name and locate countries and cities of the UK, describing geographical regions and topographical features</li> <li>-Explore how some aspects of physical and human characteristics have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>-Locate majority of world's countries &amp; cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features</li> <li>-Identify position of latitude, longitude and N/S Hemispheres</li> <li>-Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic Identify position of Prime/Greenwich Meridian and time zones</li> </ul>	<ul style="list-style-type: none"> <li>-Locate world's countries &amp; cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features</li> <li>-Name and locate countries, cities and regions of the UK</li> <li>-Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land use patterns have changed over time</li> <li>-Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg topography</li> </ul>



Human and Physical Geography					
<p>-Begin to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain</p> <p>-Talk about daily weather and seasonal weather patterns in the UK</p> <p>-Find hot and cold areas in world using atlases</p>	<p>-Develop geographical vocab eg rural, urban, vegetation, season</p> <p>-Identify daily weather and seasonal weather patterns in the UK</p> <p>-Locate and name hot and cold areas in world in relation to Equator and the North/South Poles</p>	<p>-Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>-Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources)</p>	<p>-Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>-Describe and understand aspects of human geography (settlement/ land use, economic activity and distribution of natural resources)</p>	<p>-Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>-Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)</p> <p>-Understand the interaction between physical and human processes and features</p>	<p>-Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)</p> <p>-Examine and explain key aspects of human geography (settlement/ land use, economic activity and distribution of natural resources)</p> <p>-Understand the interaction between physical and human processes and features and how these change over time</p>



Skills and Fieldwork					
<p>Start to use world maps, atlases and globes</p> <p>Begin to use simple compass directions and locational language</p> <p>Use aerial photos and plans to recognise landmarks</p> <p>Draw simple maps eg of school grounds</p>	<p>-Use world maps, atlases and globes Use simple compass directions and locational language to describe the location of features and routes on a map</p> <p>-Use aerial photos and plans to identify features, human and physical</p> <p>-Devise simple maps and create a key using symbols</p>	<p>-Confidently use world maps, atlases and globes and begin to use digital mapping</p>	<p>-Securely use world maps, atlases and globes and use digital mapping</p> <p>-Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p>	<p>-Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world</p> <p>-Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg numerical, quantitative and writing at length</p> <p>-Use 8-point compass, grid references and Ordnance Survey maps</p>	<p>-In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative and writing at length</p> <p>-Use digital mapping, 8-point compasses, 4- and 6-digit grid references and Ordnance Survey maps</p>
Place Knowledge					
<p>-Talk about similarities and differences between area of UK and non- European area</p>	<p>-Identify similarities/differences in physical/human geography between area of UK and nonEuropean area</p>	<p>-Begin to explain geographical similarities and differences (region of UK, European country and N/S America</p>	<p>-Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p>	<p>-Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p>	<p>- Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways</p>



### Key Vocabulary Progression

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
near left / right south west north east compass half quarter turn up /down opposite map ocean country continent globe atlas United Kingdom Europe climate temperature hot cold seasons climate	mountain valley weather village town port temperature tourism harbour Europe rural urban town city population aerial forest country physical human features	topography hemisphere longitude latitude Equator biome tropical rainforest humidity Northern Southern coral reef desert marine camouflage savanna agriculture trade import harvested transport processed digital vegetation	topographical grassland plain plateau Ordnance survey man -made symbol fieldwork pollution evaporation water cycle erosion precipitation condensation silt mountain range elevation incline altitude mountains mountainous summit	Prime Meridian axis rotation Greenwich terrestrial Meridian line time zone GMT environmental volcanoes vegetation regions tropics Cancer Capricorn tectonic disaster earthquake volcano magnetic north cardinal orientation bearing 8-point compass magnetic	charitable ethical classification sustainable livelihood poverty economic export geocache observational bridleway satellite contour lines communication elevation

### IMPACT

Impact What will this look like? By the time children leave The Willows school they will:

- Have an excellent knowledge of where places are and what they are like.
- Have an excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- Have an extensive base of geographical knowledge and vocabulary.
- Be fluent in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- Have the ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Have significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Be highly developed and frequently utilise fieldwork and other geographical skills and techniques.
- Have a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- Have the ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and





# The Willows Primary School

## GEOGRAPHY Curriculum



the environment.