



Geography Curriculum

2020-21

Northbourne CE Primary School
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Geography Curriculum

‘The study of geography is about more than just memorizing places on a map. It’s about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it’s about using all that knowledge to help bridge divides and bring people together’

Barack Obama

At Northbourne, we strive to inspire our pupils to become curious about the world around them. Whether it is physical, human or environmental geography, pupils will be encouraged to question, investigate and challenge. We aspire for this inquisitive approach to local, national or international issues to continue throughout their education and into their adult lives.

Now more than ever, sustainability and caring for our environment is a fundamental facet to a child’s education. At Northbourne, we aim for our pupils to become thoughtful, responsible and considerate towards their environment in order to ensure changes are made to help improve the world in which we live. During their time in school, they make an active contribution to protecting and improving our fragile world.

We aim for our children to appreciate the diversity of people, places and cultures and our geography curriculum will expose the pupils to as broad a variety as possible.

1. The structure of our Geography curriculum

Our class structure (phases of 3 mixed age classes of children in two year groups each) means topics in Geography are taught on a two-year cycle.

In Key Stage One, pupils’ learning focuses on the Geography of their immediate area and environment, and more broadly, that of the United Kingdom. They learn about key physical and human geographical features of their immediate locality, contrasting this with Australia. They also learn about the continents and oceans of the world, which underpins their learning as they move into Key Stage Two. In Lower Key Stage Two, learning broadens to include geographical features of Western Europe and North and South America, and then to Russia and Eastern Europe and Japan in Upper Key Stage Two.

Each new topic starts by revisiting and reviewing locational knowledge secured in previous year groups, to ensure these key facts are known and retained. Each time a new country is studied, in whatever context, locational knowledge is learned as a starting point for the unit: key features such as capital cities; rivers, lakes and seas; mountains and hills; coastal regions; climate zones and land-use patterns are studied as an introduction to learning about the new geographical area. In Key Stage Two, latitude, longitude, the Equator, tropics and location of the polar regions are also revisited in each new topic for context and comparison with the country which is the new focus for learning. These features are then given context through comparison to those in the UK, continuing to consolidate this knowledge and understanding.

	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Place knowledge	Comparing Didcot with Australia	America, incl comparison with region in the UK Western Europe	Eastern Europe and Russia Japan
Human Geography	Key human features: city, town, village, factory, farm, house, office, port, harbor, shop	Distribution of natural resources Land use and human activities	Refugees: settlement and displacement, distribution of food, energy and water

Physical Geography	Seasonal and daily weather patterns in the UK compared to the Equator and polar regions Key physical features	Natural disasters: volcanoes and earthquakes Climate zones	Rivers and the water cycle Biomes
Geographical skills and fieldwork	<p><i>Use maps, atlases and globes to identify the UK, countries, continents and oceans</i></p> <p><i>Use simple compass directions, locational and directional language</i></p> <p><i>Use aerial photographs and plans to recognize landmarks and features; devise a simple map and use keys</i></p> <p><i>Use fieldwork to study the geography of the school and its grounds and key human and physical features of the surrounding environment</i></p>	<p><i>Use maps, atlases, globes and digital mapping to describe countries and features;</i></p> <p><i>Use the eight points of a compass, grid references, symbols and keys (including OS maps)</i></p>	
			<p><i>Use fieldwork to observe, measure, record and present human and physical features in the local area</i></p>

Key knowledge to be revisited throughout:

Seven continents and five oceans	Countries of the United Kingdom, incl capitals and seas	For Key Stage Two only: for each new country / continent studied, as an introduction...		
		Human features incl capital cities; key land use; types of settlement...	Physical features incl rivers, lakes and seas; mountains and hills; climate zones	Latitude, longitude, Equator, tropics, polar regions

2. Teaching of Geography

As far as possible, Geography is taught in a cross-curricular way. Geographical knowledge is deepened through the use of Geography as a context for learning in other subjects, especially, where links are appropriate and meaningful, in Reading and Writing; however, this does not weaken the focus on the development of geographical skills and disciplinary knowledge which remain the focus of teaching within a ‘Geography’ lesson.

Geography is not timetabled to be taught every term; instead, it is blocked across the year. This allows longer time to be given to Geography in the terms it is taught, enabling knowledge to be deepened and topics explored in more depth than would otherwise be the case.

Units of work always start with teachers putting the new geographical focus into context, drawing on learning that has come before. This is intended to ensure learning is more meaningful, pupils develop the skills needed to make links and draw comparisons, and coherent understanding of world geography is built. Topics are then themed around a ‘big question’. Work that pupils complete within a topic builds towards them being able to discuss this question, drawing on the knowledge that they have developed. To secure challenge for all pupils during teaching, Bloom’s Taxonomy is used as a rough framework to guide medium-term planning; typically, sequences of lessons start with pupils learning and understanding key facts and concepts, then moving on to applying their understanding and evaluating what they have learned by, for example, creating work to reflect their understanding. This approach ensures that pupils are challenged to move beyond the learning of facts to using their knowledge in more sophisticated ways.

2a. Key themes

The key locational knowledge that children should all know is shown at the bottom of the curriculum structure chart on page 2. This knowledge is referred to during each Geography topic taught, to ensure that pupils come to know more and remember more of these key facts, vocabulary and concepts.

In addition, a number of key themes are threaded throughout as much Geography teaching as is meaningful. These key themes are those which it is important for children to understand by the time they leave primary school at the end of Y6 and, as such, are returned to and discussed repeatedly throughout the Geography curriculum. These are:

- Sustainability and environmental issues
- The world as a global community
- Equality and inequality
- Challenging stereotypes

By understanding some of these bigger concepts, we aim that pupils will start to grasp some of the bigger issues which affect the world they are growing up in.

3. Progression in skills and knowledge

	Key Stage One	Lower Key Stage Two	Upper Key Stage One
Geographical skills and fieldwork (enquiry)	<p>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</p> <p>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</p> <p>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.</p> <p>Answer questions using a weather chart</p> <p>Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)</p> <p>Apply vocabulary knowledge by labelling a diagram or photograph using some geographical words</p> <p>Find out about a locality by using different sources of evidence by asking some relevant questions</p> <p>Compare features within their locality with those in another</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p> <p>Devise a simple map</p> <p>Use and construct basic symbols in a key</p> <p>Spatial matching: being to match the same area – e.g. continent or country on a larger or smaller scale map and to a globe</p> <p>Develop understanding of plan view: looks down on objects to draw a plan.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Know and use the eight points on a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>Identify key features of a locality by using a map</p> <p>Start to use latitude and longitude on atlas maps to find places and time zones</p> <p>Introduce need for key and standard symbols and Begin to use standard mapping symbols to find out information</p> <p>Discuss distances and size of large and small areas on maps</p> <p>Spatial matching: boundary matching (find same boundary on different scale maps)</p>	<p>Evaluate and choose the best resources to use (maps, atlases, globes and digital/computer mapping) to locate countries and describe features studied</p> <p>Choose from a variety maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Make detailed sketches, maps and plans, improving their accuracy later</p> <p>Use maps with a range of scales</p> <p>Use OS maps to answer questions</p> <p>Use 4-figure coordinates to locate features on a map</p> <p>Introduce 6 figure grid references</p> <p>Use 8 and then 16 compass points</p> <p>Develop awareness of symbols on large-and medium-scale national maps</p> <p>Introduce scale drawing using measurements and use this to measure straight-line distances on a map (medium scale, for example 1:10 000, 1:25 000, 1:50 000 national maps)</p> <p>Develop scale reading of non-linear distances</p> <p>Compare map scales and what is included related to scale</p> <p>Use models and photographs to understand contours line in reference to relief features</p>

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Physical Geography (the natural world)	<p>Can they explain the main features of a hot and cold place?</p> <p>Can they explain how the weather changes with each season?</p> <p>Can they explain what makes a locality unique or different?</p> <p>Can they describe places in the UK and some other parts of the world using geographical vocabulary?</p> <p>Can they describe the key features of a place, using words like beach, coast, forest, hill, mountain, ocean, valley?</p> <p>Can they explain how the weather is different in different parts of the world?</p> <p>Can they explain how the weather affects different people's lives?</p>	<p>Can they identify and describe physical features in a locality?</p> <p>Can they map physical features and use an atlas to identify physical features?</p> <p>Can they describe and analyse physical geographical processes linked to earthquakes and volcanoes?</p> <p>Can they give examples of key physical features within America and Western Europe, contrasting these with features of the UK?</p> <p>Can they explain why a locality has certain physical features?</p> <p>Can they map physical features and use a map to identify physical features?</p> <p>Can they explain how a locality might have changed over time with reference to physical features?</p> <p>Can they describe how humans have responded to the challenges of the physical environment?</p>	<p>Can they give examples of key physical features within Russia and Japan, including biomes, contrasting these with features of the UK?</p> <p>Can they analyse and evaluate how physical features in a locality impact on, or are impacted by, other physical features?</p> <p>Can they evaluate how physical features of a place have an impact on people's lives? <i>E.g. river / volcanoes / mountains / earthquakes / weather.</i></p> <p>Can they map physical features and use maps at different scales to identify physical features?</p> <p>Can they describe and analyse physical geographical processes linked to how mountains are formed and to river processes?</p> <p>Can they evaluate the impact of these physical geographical processes?</p> <p>Can they give examples of key physical features within a growing number of localities across the world, making comparisons between them?</p> <p>Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p> <p>Can they map physical features and use atlases, maps and digital technology at different scales to identify physical features?</p>
Human Geography	<p>Can they tell someone their address?</p> <p>Can they describe a locality using words and pictures?</p> <p>Can they describe some physical features of their own locality?</p> <p>Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?</p> <p>Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</p> <p>Can they describe some places which are not near the school?</p> <p>Can they describe some human features of their own locality, such as the jobs people do?</p> <p>Can they explain how the jobs people do may be different in different parts of the world?</p> <p>Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How?</p> <p>Can they explain what facilities a town or village might need?</p>	<p>Can they suggest what life might be like for people living in different locations around the world with reference to climate, population, lifestyle?</p> <p>Can they describe human features in a locality, using maps as appropriate?</p> <p>Can they explain why a locality has certain human features?</p> <p>Can they explain how the lives of people living in a place would be different from their own?</p> <p>Can they describe what life might be like for humans living in a particular environment?</p> <p>Can they explain why people have historically been attracted to living in cities?</p> <p>Can they explain why people may choose to live in a village rather than a city?</p> <p>Can they suggest different ways that a locality could be changed and improved?</p> <p>Can they explain some of the ways in which people are trying to manage their environment?</p>	<p>Can they analyse why people are attracted to live in a particular environment?</p> <p>Can they analyse what life is like for people living in different locations around the world?</p> <p>Can they analyse what a place might be like in the future, taking account of issues impacting on human features?</p> <p>Can they analyse how people manage their environments?</p> <p>Can they explain how humans impact their environment?</p> <p>Can they report on ways in which humans have both improved and damaged the environment?</p> <p>Can they evaluate why people make choices to live in a given locality / particular environment?</p> <p>Can they evaluate what life is like for people living in contrasting localities?</p> <p>Can they start to use population data about different localities and report on findings and questions raised?</p>
Locational Knowledge	<p>Describe their local area and compare this to another</p> <p>Identify the four countries making up the United Kingdom, their capitals and some other towns and cities</p> <p>Know that Great Britain is an island and the seas which surround this</p> <p>Equator, north pole and south pole</p> <p>Some towns in Oxfordshire and some neighbouring counties</p> <p>The continents and oceans</p>	<p>Countries in Western Europe</p> <p>Countries in North and South America</p> <p>Human and physical features of each.</p> <p>Difference between the British Isles, Great Britain and UK</p>	<p>Countries in Eastern Europe</p> <p>Japan</p> <p>Human and physical features of each.</p> <p>The largest / most impactful / most significant physical features in the world – deserts, rivers, seas, mountains</p>

