



Geography Curriculum

EYFS to Year 6



Overarching Principles

Geography

Subject Vision:

'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 exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.' - Barack Obama

Our geography curriculum is bespoke and tailored to reflect the diversity of our school, whilst following the expectations of the National Curriculum. We aim that every child has a high-quality geography education which inspires our children's curiosity and fascination about the world and its people. We aim to equip our children with the knowledge about diverse places, people, resources, the natural and human environments and to ensure that all of our children can see themselves throughout our geography curriculum.

Over time, we want the children to deepen their geographical knowledge, understanding and skills by exploring relevant fieldwork that reflects their learning and to explain how the Earth's features have shaped the world we live in today. We want them to be able to articulate their own meaning and understanding of geography and use their knowledge within the wider world.

'Learning outside the classroom is important for all young people if they are to connect with their local place, find a relevance for the classroom-based learning and develop a meaningful understanding of what environment really means' - Turney 2009

Subject Intent:

- ❖ Know that Geography is the study of where places are found, what they are like, and the relationships between people and their environments.
- ❖ Know their place in the world – where they live, and how that fits into the wider world.
- ❖ Know that fieldwork is at the heart of Geography – observing and learning first hand.
- ❖ Know that Geography and Science are closely linked – with evidence generally leading to facts being established.
- ❖ Know the key knowledge identified in each unit, so that they have a firm knowledge base to study at KS3.

Teaching and Learning Overview:

Abingdon Classroom: This is how we do it....		
Behaviour for learning		
Positive relationships • Mutual respect • Emotional support	Effective learning environment • Working walls • Celebration of learning	Engaging and relevant curriculum • Inclusive • Diverse
Effective Teaching and Learning		
Builds on and activates prior knowledge	Questioning	Talk
Vocabulary	Feedback	Sequenced steps to enable new learning
Modelling	Identifying and addressing misconceptions	Assessment for and of learning
Retrieval practice - long term memory	Adapted learning for the needs of individual pupils	Resources – to support, scaffold, challenge

EYFS

Across nursery and reception, Geography knowledge and skills are taught through topics as the foundations for the KS1 National Curriculum. The focus is primarily to develop the Geography knowledge within the overarching topics using these as the vehicles of delivery.

People Culture and Communities ELG

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.

The Natural World ELG

Children at the expected level of development will:

- ❖ 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

Term	Nursery - Core Knowledge	Links to KS1 Geography
AUT 1	<u>Ourselves:</u> - Know that they live at home with their families in a town called Middlesbrough. - Know that the world is a very big place called planet Earth. Planet Earth has many different countries. Some of our nursery friends have families that live far away in different countries.	Locational Knowledge
AUT 2	<u>Seasonal Changes:</u> - Know that the seasons change, look and feel different: - Autumn is colourful - Winter is cold and snowy - Spring is rainy and wet - Summer is warm and sunny	Human and Physical Processes
SPR 1	<u>Weather:</u> - Know that the world is a very big place called planet Earth: parts of the Earth are hot and parts of the Earth are cold. - Know the names of some cold places and know the names of some hot places. - Know where to find these places on a world map. - Know animals that live in cold places (arctic animals) and animals that live in hot places (safari animals). <u>Houses and Homes:</u> - Know that not all houses look the same.	Locational Knowledge Place Knowledge
SPR 2	<u>Farm Animals and their Babies:</u> - Know that some animals live on a farm. - Know what a farm can look like. - Know that farms can be found in the countryside where there are fields for big farm animals to move around in. - Know some differences between the town and the countryside.	Place Knowledge
SUM 1	<u>Growing:</u> - Know that gardens are found outside. - Know that very small animals live in gardens and can be found amongst the plants, trees, rocks and ponds.	Human and Physical Processes
SUM 2	<u>The Seaside and the Sea:</u> - Know what the seaside looks like. - Know some differences between the town and the seaside. - Know that we can travel from Middlesbrough to the seaside at Redcar on the train. - Know that some animals live under the sea. - Know the name of some common sea creatures. Fieldwork – Beach Trip	Locational Knowledge Place Knowledge

Term	Reception - Core Knowledge	Links to KS1 Geography
AUT 1	<u>Our Community and the People that help us:</u> Know how to describe their immediate environment (school and community) using knowledge from observation, discussion, stories, non-fiction texts, and maps.	Locational Knowledge
AUT 2	<u>Stickman / Me and You - Celebrations and Beliefs:</u> (RE/PSHE) - Know that different animals are found in different environments. - Know that animals and their homes are determined by their environment.	Place Knowledge
SPR 1	<u>My World, Your World:</u> - Know they live on Earth - Know how describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between the natural world around them and contrasting environments and landscapes, drawing on their experiences and what has been read in class. - Know some of the important processes and changes in the natural world around them, including knowing the four seasons. - Know the effects of changing seasons on the natural World around us. - Know that in Autumn...	Human and Physical Geography
SPR 2	<u>People, Cultures and Communities:</u> - Know how to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know the 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. - Know they live in England (country). - Know they live in Middlesbrough (town). - Know the names of contrasting locations (e.g. Africa, Pakistan, London). - Know the characteristics of places studied (e.g. hot/cold). - Know that a map is a picture of a place. - Know how to draw information from a simple map. Field Work – Local Walk	Locational Knowledge Place Knowledge Geographical Skills and Fieldwork
SUM 1	<u>Minibeasts:</u> (Science) Fieldwork – Farm Trip	No Links
SUM 2	<u>Growing and Aspirations:</u> (Science)	No Links

Long Term Map

	Autumn	Spring	Summer
Year 1	LK – Continents and Oceans Name and locate the world's seven continents and five oceans using world maps, atlases and globes.	GSF – My Local Area - School Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment. Use locational and directional language (near/far, left/right) to describe the location of features and routes on a map. Fieldwork: The school grounds – data collection	HPG – Hot and Cold Areas of the World Location of hot and cold areas of the world in relation to the equator and North and South Poles .
Year 2	LK – The UK and Weather Patterns Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas using world maps, atlases and globes. Identifying seasonal and daily weather patterns in the United Kingdom. Fieldwork: The changing seasons - Photographs	GSF – My Local Area - Middlesbrough Use aerial photos 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 compass directions (North/East/South/West) to describe the location of features and routes on a map. Fieldwork: Data collection – walking tour	PK/LK – _____ v Middlesbrough Understanding geographical similarities and differences through studying the human and physical geography of Middlesbrough, England and _____, _____ (contrasting non-European country).
Year 3	LK/GSF - The UK Name and locate counties and cities of the UK, 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. Use the eight points of a compass to build their knowledge of the UK.	LK/HPG - Volcanoes and Earthquakes Describe and understand key aspects of physical geography including volcanoes and earthquakes.	LK/HPG – Rivers, Mountains and the Water Cycle Describe and understand key aspects of physical geography including rivers, mountains and the water cycle. Fieldwork: Roseberry Topping – Mountain or Hill?
Year 4	LK/HPG – The World and Climate Zones Locate the world's countries, using maps to focus on Europe (inc. the location of Russia) and North and South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities. Describe and understand climate zones.	LK/HPG - Settlements and Land Use in the UK Describe and understand key aspects of human geography including types of settlement and land use. Fieldwork: Data collection – Settlements	PK – South America Comparison Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (North East, England) and a region in North or South America (Brazil, South America).
Year 5	LK/GSF – The World: Coordinates and Time Zones Identify the position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic circle and the Prime/Greenwich Meridian and time zones (including day and night) Use four and six-figure grid references to build their knowledge of the wider world.	HPG - Biomes and Vegetation Belts Describe and understand key aspects of physical geography including biomes and vegetation belts. Fieldwork: Guisborough Woods – vegetation collection	PK - European Comparison Understand geographical similarities and differences through the study of human and physical geography of a region of the UK (South East England (London) and a region in a European country Brandenburg (Berlin) Germany.
Year 6	HPG – Natural Resources of the UK Describe and understand the key aspects of human geography including the distribution of natural resources including energy, food, minerals and water.	HPG – Global Trading and Economics Describe and understand the key aspects of human geography including economic activity and trade links.	GSF – My Local Area Use fieldwork to observe, measure and record the human and physical features in the local area (including symbols and keys in Ordnance Survey Maps 1:25 000 scale map) using a range of methods including sketch maps, plans, graphs and digital technologies. Fieldwork: Improving our local area – data collection, presentation

Key HPG – Human and Physical Geography, GSF – Geographical Skills and Fieldwork, PK – Place Knowledge, LK – Locational Knowledge

End Point/Key Question

	Autumn	Spring	Summer
Year 1	LK – Continents and Oceans What are the continents and oceans of the world?	GSF – My Local Area - School What human and physical features are in my school grounds?	HPG – Hot and Cold Areas of the World Where are the hot and cold areas of the world?
Year 2	LK – The UK and Weather Patterns What are the names and locations of the countries and capital cities of the United Kingdom (UK) and its surrounding seas?	GSF – My Local Area - Middlesbrough What human and physical features can I see in my local area?	PK/LK – _____ v Middlesbrough What geographical features are similar and what are different between Middlesbrough and _____? What are the similarities and differences between the geographical features of Lagos and Middlesbrough?
Year 3	LK/GSF - The UK What are the counties, regions and cities that make up the UK and what are their key human and physical characteristics, key topographical features and land use patterns over time?	LK/HPG - Volcanoes and Earthquakes How do tectonic plates affect the surface of the Earth?	LK/HPG – Rivers, Mountains and the Water Cycle What are the key geographical features of the water cycle?
Year 4	LK/HPG – The World and Environmental Regions How do the environmental regions of Europe and North America affect the plants and animals that live there?	LK/HPG - Settlements and Land Use in the UK What are the types of settlement and how is the land used in the UK?	PK – South America Comparison What are the key geographical similarities and differences between North East England and Brazil, South America?
Year 5	LK/GSF – The World: Coordinates and Time Zones What geographical devices can we use to help us read globes and maps?	HPG - Biomes and Vegetation Belts What are the features of the world's main biomes and vegetation belts?	PK - European Comparison What are the geographical similarities and differences between London and Berlin?
Year 6	HPG – Natural Resources of the UK How are natural resources (energy, food, minerals and water) used and distributed around the UK?	HPG – Global Trading and Economics How and what do countries trade with each other?	GSF – My Local Area How can we use fieldwork to benefit our community?

Progression of Core Knowledge

What the children will know and remember to support their future learning. The knowledge to be learned is over a unit and not to be seen as individual lessons.

	Autumn	Spring	Summer
Year 1	LK – Continents and Oceans - Know and locate the seven continents. - Know and locate the five oceans. - Know how to use maps, atlases and globes. - Know the difference between a country and a continent. - Know the difference between a sea and an ocean.	GSF – My Local Area - School - Know that Abingdon is in the town of Middlesbrough. - Know that Middlesbrough is in the country of England. - Know the difference between a human and physical feature. - Know what human and physical features are in our school grounds. - Know how to use locational and directional language to describe the features and routes on a map.	HPG – Hot and Cold Areas of the World - Know that the equator is an invisible line that circles the centre of the Earth. - Know that climate refers to the weather of a place over a long period of time. - Know that areas round the North and South poles are cold all year round. - Know that the areas around the equator are hot all year round.
Year 2	LK – The UK and Weather Patterns - Know the United Kingdom is in Europe. - Know the names and locations of the countries of the United Kingdom. - Know the characteristics of the countries in the United Kingdom (language, population and flags). - Know the flag of the United Kingdom is the Union Jack/Flag. - Know the names of the capital cities of the United Kingdom. - Know the name and location of the surrounding seas and oceans. - Know the order of the four seasons in the United Kingdom. - Know how the weather changes throughout the seasons. - Know the difference between weather and climate.	GSF – My Local Area - Middlesbrough - Know the human and physical features of Middlesbrough. - Know that the compass has four points: North, South, East, West - Know that an aerial photograph is a real image from above. - Know that a plan perspective is a type of map. - Know that a plan perspective is a drawing from above. - Know that a key gives a map a meaning by using symbols to help read it. - Know how to devise a simple map. - Know how to construct and use basic symbols in a key.	PK/LK – _____ v Middlesbrough - Know that _____ is a country in the continent of _____. - Know that _____ is a city in _____. - Know how to locate _____ on a map. - Know the human and physical features of _____. - Know the human similarities and differences between Middlesbrough and _____. - Know the physical similarities and differences between Middlesbrough and _____.

Year 3	LK/GSF - The UK • Know the eight points of a compass. • Know the twelve regions of the United Kingdom. • Know that England is divided into nine regions. • Know that Abingdon is in the North East region. • Know that the United Kingdom is made up of counties. • Know that Middlesbrough is in the county of North Yorkshire. • Know that topography describes a place and that maps have symbols or colours to show topography.	LK/HPG - Volcanoes and Earthquakes • Know the structure of the Earth (crust, the mantle, the core and the inner core). • Know that the Earth's crust is split into tectonic plates. • Know that a volcano is an opening in the Earth's crust allowing lava to escape. • Know that a volcano is formed when the Earth's plates move together or apart. • Know that an earthquake is an intense shaking of the Earth's surface. • Know that an earthquake is formed when there is movement in the crust.	LK/HPG – Rivers, Mountains and the Water Cycle • Know the difference between hills and mountains. • Know that all mountains are formed by the movement of tectonic plates. • Know that a mountain is a raised part of the Earth's crust. • Know that contour lines help show the shape of the ground on a map. • Know that the closer the contour lines are, the steeper the slope. • Know that a river is a natural stream of flowing water. • Know that rivers lead to a sea, lake or another river. • Know that the water cycle is the circulation of the Earth's water. • Know that the sun powers the water cycle. • Know the names and locations of key hills, mountains, coasts and rivers.
Year 4	LK/HPG – The World and Environmental Regions • Know that the 6 environmental (climate) regions are Polar, Temperate, Mediterranean, Arid, Mountain and Tropical. • Know that Europe, including Russia, has 4 environmental regions. • Know that North America has all 6 environmental regions. • Know that environmental regions affect the way people live. • Know that the environmental regions define the physical features of a place.	LK/HPG - Settlements and Land Use in the UK • Know a settlement is a place where people live. • Know there are four types of settlement: hamlet, village, town and city. • Know about the similarities and differences in rural and urban land use. • Know the benefits and disadvantages of the settlements. • Know that change in land use and pollution affects the water cycle.	PK – South America Comparison • Know the human and physical features of the North East region. • Know that Brazil is a region in South America. • Know that South America can be divided into 4 climate zones (Tropical, Arid, Temperate and Cold Climates). • Know the human and physical features of the Brazil region. • Know the similarities and differences between North East (UK) and Brazil (South America).

Year 5	LK/GSF – The World: Coordinates and Time Zones • Know where to locate the Northern and Southern Hemispheres. • Know where to locate the Arctic and Antarctic circles. • Know where to locate the Tropics of Cancer and Capricorn in relation to the equator. • Know the significance of latitude and longitude. • Know how to use four and six-figure grid references.	HPG - Biomes and Vegetation Belts • Know that a biome is a large area that is defined by the types of animals and plants living there. • Know that a vegetation belt is an area with distinct plant types, determined by climate, soil, drainage and elevation. • Know the world's biomes are Tropical Rainforest, Temperate Forest, Desert, Tundra, Taiga, Grassland and Savanna. • Know how to locate the biomes around the world. • Know the features of each of the biomes. • Know the flora and fauna of each of the biomes.	PK - European Comparison • Know that London is region in the South East of England (as well as a capital city). • Know that Germany is a country in West Europe. • Know that there are 16 regions in Germany. • Know that Berlin is a region in North East Germany (as well as a capital city). • Know the similarities and differences in the human and physical geography of London and Berlin.
Year 6	HPG – Natural Resources of the UK • Know the natural resources of the UK (e.g. coal, petroleum, natural gas, water). • Know how energy is used and distributed in the UK. • Know how renewable energy is used and distributed in the UK. • Know how food is used and distributed in the UK. • Know how minerals are used and distributed in the UK. • Know how water is used and distributed in the UK. • Know how to conserve the UK's natural resources.	HPG – Global Trading and Economics • Know that the UK's trades with other countries. • Know the countries that the UK trades with. • Know how to show the UKs trade links with other countries using maps. • Know what and why the UK trade with Pakistan and other relevant countries. • Know the importance of Fair Trade. • Know what the global supply chain is. • Know that trading has changed throughout history and how.	GSF – My Local Area • Know what fieldwork is and why geographers use it. • Know what tools are used in fieldwork. • Know what a sketch map of roads in my community looks like. • Know how questionnaires and surveys are used in fieldwork. • Know how to create a field sketch of my community in the correct co-ordination. • Know how to collect data about road use in my community. • Know how geographers present their data.

Assessment

Children will be assessed against the above core knowledge statements on a termly basis. Any gaps in knowledge will be supported in future units of learning through retrieval practice and activating prior knowledge to support future learning.

Key Vocabulary

NOTE: All vocabulary displayed in the table below is **new** learning for that unit; you may wish to include vocabulary from previous units/years. Words in bold are the core vocabulary expectations for new arrivals.

	Autumn	Spring	Summer
Rec	community school area Middlesbrough	Earth seasons landscape desert forest	map world weather England country hot cold temperature
Year 1	ocean sea atlas globe continent locate Europe Africa Asia N. America S. America Antarctica Australasia Arctic Atlantic Pacific Southern Indian	human physical feature local area town direction location route	equator climate North Pole South Pole
Year 2	United Kingdom capital city Scotland N. Ireland Wales Union Jack London Edinburgh Belfast Cardiff	compass key symbol landmark North East South West aerial plan perspective	similarities differences
Year 3	land use topography county region North-East South-East South-West North-West	crust volcano earthquake tectonic plate mantle core lava magma	river water cycle hill mountain contour line mouth source Roseberry Topping

Year 4	environment flora fauna Polar Temperate Continental Arid Tropical Russia	settlement rural urban hamlet village benefit disadvantage pollution agriculture	zone Brazil favela Amazon rainforest
Year 5	latitude longitude coordinates time zones Greenwich (Prime) Meridian Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic Circle Tropic of Cancer Tropic of Capricorn grid reference	biomes vegetation belt elevation Tropical Rainforest Temperate Forest Desert Tundra Taiga Grassland Savanna	West Europe Germany Berlin Brandenburg
Year 6	natural resource renewable distribute conserve coal petroleum natural gas minerals energy	trade economics supply chain Fair Trade links global Pakistan Nigeria	fieldwork sketch map questionnaire survey geographer tools data

Glossary

Word	Definition
aerial photographs	a picture of something from above.
agriculture	growing and harvesting crops and raising animals, or livestock.
area	a place or region.
atlas	a book of maps or charts.
biome	areas of the earth that have similar plants, animals, and climate.
capital	the city where the government of the country is based.
city	a larger settlement with a cathedral or university.
climate	the general weather found in a certain place over a long period of time, determining the plants that grow and the animals that live there.
community	a particular area where a group of people live.
compass	a tool for finding direction.
continent	any of the world's main areas of land.
contour line	lines drawn on maps that join places of the same height.
core	the very hot, very dense centre of our planet.
country	a body of land that is controlled by a single government.
county	a group of towns or villages.
crust	the outer layer of the planet.
desert	a landscape where little precipitation occurs.
earthquake	a violent and abrupt shaking of the ground, caused by movement between tectonic plates.
economics	the study of the economy, or the part of a society that creates wealth.
elevation	the height to which something rises or is raised.
environment	everything that is around us including living and non-living things.
equator	an imaginary line around the middle of a planet.
fauna	animal life.
fieldwork	when you go outside and find out things about a place.
flora	plant life.
forest	an area that has a large number of trees.
global supply chain	the movement of a product or service from supplier to customer.
globe	a spherical representation of the world.
grid reference	allows you to pinpoint a place on a map.
hamlet	a small village without a church of its own.
hill	a landform that is higher than the surrounding land and has a visible summit.
human features	things which have been built by people.
lake	a large area of fresh water surrounded by land.
landmark	features or structures around the world that are easily recognised or unique.
landscape	the area that can be seen from one point; view.
latitude	a place's distance north or south of the equator.
lava	molten rock ejected by volcanoes in the form of a liquid.
local area	the area around where you currently live.
locate	find.
location	the place where something is.
longitude	the measurement east or west of the prime meridian.
magma	molten rock that is found below the earth's surface.
mantle	the mostly solid bulk of Earth's interior.
map	a picture of a particular area of the earth drawn to scale on a flat surface.

mountain	a raised portion of the Earth's crust over 600 metres.
natural	something which comes from nature.
ocean	a large body of salt water.
physical features	things which are natural and would be there even if there were no people.
plan perspective	a view of something from above.
prime meridian	the imaginary line that divides Earth into two equal parts: the Eastern Hemisphere and the Western Hemisphere.
questionnaire	a set of questions to be asked in order to gather information.
region	a medium-scale area of land or water.
resource	a physical material that humans need and value.
river	a flowing stream of (usually) fresh water that leads to the sea, a lake or another river.
route	a way or course taken to get from one place to another.
rural	area usually with a low population and can be found outside big towns or cities.
sea	a body of salt water.
season	the changes in weather over an amount of time.
settlement	places where people live and sometimes work.
sketch map	a map which is drawn from observation.
survey	a data collection tool in which a list of questions is used to gather information.
symbol	a picture that represents something else.
tectonic plate	pieces of the Earth's crust.
temperature	the amount of heat in something.
topography	the study of the features and forms of land surface.
town	a mid-sized settlement that can have between 1,000 and 100,000 people.
trade	the buying and selling of goods and services.
urban	areas where many people live and work, usually towns or cities.
vegetation belt	an area with distinct plant types, determined by climate, soil, drainage and elevation.
village	small settlement with a small number of houses for a few hundred people.
volcano	an opening in the Earth's surface.
water cycle	the path that all water follows as it moves around Earth in different states.
weather	the state of the atmosphere at any given time, includes wind, cloud cover and temperature.
world	the earth and all the people, places and things on it.

Key Dates

- ❖ National Geographic Day – 27th January (annually)
- ❖ Earth Day – 22nd April (annually)