**National Curriculum:**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip 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 pupils progress, their growing knowledge about the world should 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 frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

♣ Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

♣ Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

♣ Are competent in the geographical skills needed to:

♣ Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.

♣ Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**EYFS**

Aspects of Geography are taught in EYFS through ‘Understanding the world’ which involves guiding children to make sense of their physical world and their community. It will be taught through:

People culture and communities

♣ To 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

♣ 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.

**Key stage 1**

Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**Pupils should be taught:**

Locational knowledge:

♣ 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

Place knowledge

♣ 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

Human and physical geography

♣ 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

♣ use basic geographical vocabulary to refer to:

♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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 Geography – key stages 1 and 2 3

♣ 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.

**Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

**Pupils should be taught to:**

Locational knowledge:

♣ 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

♣ 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)

Place knowledge

♣ 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

Human and physical geography

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

Geographical skills and fieldwork

♣ 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.

**Cycle A – Spring 2**

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| **EYFS / Year 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| Farming | Flash back (Yr1):  What is a continent? | Flash back:  Can you name some continents? | Flash back:  What can you tell me about the North pole?  How is the north pole different from Buckminster? | Farm visit |
| I will understand what farms are and why they are important.  I will explore how farming has changed over time? | I will know the features of a farm.  I will be able to use a map and symbols to navigate around a farm. | I will know about how life is different in the countryside compared to the city. |
| Key Questions:  • Do children know what a farm is?  • Do children understand that different types of farms are used for different purposes?  • Can children explain why farms are important? | Key Questions:  Do children know that farms are in rural as opposed to urban areas?  • Can children identify some of the features of farms?  • Can children match the features of a farm to their functions?  Do children know the four compass points?  Can children use compass points and appropriate locational language to navigate around a map?  Can children use symbols in a map? | Key Questions:  Can children describe differences between urban and rural areas?  • Can children identify geographical features typical to towns and farms? • Can children identify ways in which towns and farms are different? |
| Key Vocabulary:  Arable  Livestock  dairy | Key Vocabulary:  Rural  Urban  Buildings – pigsty, hen house  Pasture  Crops  Compass points – north, south, east, west  Map – key/symbols | Key Vocabulary:  Rural  Urban  Human features  Physical features |

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| **Year 2 and Year 3** | **Lesson 1** | **Lesson 2** | | **Lesson 3** | | **Lesson 4** | |
| Rivers | Flash back:  How many countries can you name in Northan Europe? | | Flash back:  What is a physical feature?  What is a human feature? | | Flash back:  Describe the climate in northern Europe | | Flash back:  Name some animals in northern Europe that migrate. |
| What is a river?  I will know that rivers have a source and journey to the sea. | | I will be able to identify rivers in Europe. | | I will be able to identify rivers in Africa | | I will be able to recognise major rivers in North America, South America and Aus |
| What is a river?  Can we name any rivers?  What river is located near to us in London? | | Ask children to locate Europe on the map of the world. What countries do they know in Europe?  Can they name any rivers in Europe?  What do we know about the Thames?  What are the similarities and differences between the Danube and the Thames? Use the atlas to help you.  Look at an atlas and identify some other rivers in Europe. | | Ask children to locate Africa on the map of the world. What countries do they know in Africa?  Can they name any rivers in Africa?  What are the similarities and differences between the Nile and the Niger?  People don’t need rivers now we have roads. Agree or disagree?  Why was the river Nile important during Ancient Egyptian times? Do you think it is still as important? | | can you name any countries in these continents?  Can you name any rivers?  What problems can people cause for rivers?  What impact do people have on rivers of the world? Use the Amazon, the Mississippi and the Murray River in your answer. |
| urban • rural • river • sea • fresh water • transport • trade • traders • source • stream • tributary • estuary | | waterway • Europe • county • country • source • mouth • river | | Nile • Niger • mouth • source | | • mouth • source • Amazon • Mississippi • Murray • North America • South America • Australia • continent |

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| **Year 4, Year 5 & Year 6** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** |
| Africa  (Make as many links to Farming in Buckminster as you can throughout this topic) | Flash back:  What is a mountain? | Flash back:  Name the largest mountain range in Western Europe.  What other interesting fact can you remember about this mountain? | Flash back:  Name the largest mountain range in the world.  Name the tallest mountain (above sea level)  What other interesting facts can you remember about these mountains? | Flash back:  What interesting facts do you remember about the three main mountain ranges in North and South America. |
| I will know that Africa is a diverse continent. | I will know that desertification is a process that changes productive land into desert. | I will know that food security is when people have access to affordable, nutritious food | I will know that Kenya is a diverse African country with varied environments. |
| Key Questioning:  Which biomes can you identify in Africa?  What would you explain about Africa to someone who didn’t know anything about the continent? | Key Questioning:  What is desertification?  Why were there few trade routes across the Sahara in Ancient times?  How might Acacia Trees help combat desertification?  Who is most affected by desertification and why? | Key Questioning:  What might farmers in Madagascar be concerned about? Do farmers in Buckminster share the same fears?  What is food security | Key Questioning:  What would you teach someone who didn’t know anything about Kenya?  Explain why the maize farming industry in Kenya could be described as vulnerable |
| Key Vocabulary:  • Diverse • Resources • Savannah • Development • Indicators | Key Vocabulary:  • Desertification • Productive • Sparsely Populated • Uninhabitable • Failed Crop | Key Vocabulary:  Affordable • Nutritious • Food Security • Cyclone • Conflict • Poverty | Key Vocabulary:  Infestation • Parasite • Swarm |