

Gosfield Community Primary School Geography Curriculum

Intent

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. Pupils at Gosfield should have a sound knowledge of environmental issues which will affect their future and develop a keen interest into our climate and environment.

Implementation

Gosfield Primary School's Geography curriculum aims to ensure all pupils:

- Develop contextual knowledge of local, national and international locations – both terrestrial and marine – including defining physical and human characteristics of the world around them.
- 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.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To have a good understanding of environmental issues and how to investigate, research and debate important topics of our times.

Impact

Geography units each term throughout key stage 1 and 2. As the school works on a three year rolling programme and single year (y6) programme, the children never complete the same topic twice. The curriculum is designed to build upon each year to consolidate learning and to strengthen knowledge for the last year of their primary curriculum. All children are assessed at the end of each topic by either a quiz, test, activities or presentations.

Ks1 Cycle A	Our Village Contrasting place over seas Weather
Ks1 Cycle B	Food and Farming Hot and Cold places Our Local Town
Ks1 Cycle C	All about Africa Seas and Oceans People and Places
Ks2 Cycle A	Places- Essex Settlements Volcanos and Earthquakes
Ks2 Cycle B	Contrasting Locality in the Wider World Energy Climate
Ks2 Cycle C	Landscape Water Contrasting UK locality
Y6	World Trade Environmental Issues A study of the UK.

Geography Progression of knowledge and skills Key Stage 1 CYCLE A

KS1. As a geographer I can:

- ✓ Use information books/pictures as sources of information (R). To use world maps/atlas/digital/computer mapping and globes to identify places in the world (Y1/2).
- ✓ To ask simple geographical questions: where is it/ what's it like? (R). Make simple comparisons between features of different places (Y1/2).
- ✓ Label places on a map (R). Label places on a map and to use a simple key (Y1/2).
- ✓ Follow basic directions, up down (R). Follow and use simple directions, north south, east and west (Y1/2).
- ✓ Use relative vocabulary bigger smaller (R). Use relative vocabulary nearer, further, distance (Y1/2).
- ✓ Follow a route on a map with support (R). Use basic coordinates to locate features on a map (Y1/2).
- ✓ Label places on a plan or map (Y1/2).
- ✓ Draw a simple map (R). Draw a simple map with simple grid references and create a key (Y1/2).
- ✓ Use maps to collect and record information (y1/2).
- ✓ Answer questions by making observations.
- ✓ Create and use simple surveys (Y1/2).
- ✓ Use maps to locate and label the five oceans (Y1/2).
- ✓ Start to recognise similarities and differences of other countries to their own.
- ✓ Start to understand the terms human and physical geography (Y1/2).
- ✓ Start to use geographical vocabulary such as, coast, village, ocean, atlas.

Knowledge objectives.

Our village

- To know where we live and know my address.
- To name and locate the 4 countries of the UK and where our village fits in to this.
- To know the continent where we live.
- To draw and follow a route from home to school using simple coordinates and compass points.
- To name and locate the seas that surround the UK.
- To draw a map of the local area and find where we live and go to school on a map.

Contrasting place over seas

- To know where the equator is and the North and South Pole.
- To say where something is in relation to another. (Closer to, further etc.)
- To name and locate the 7 continents and 5 oceans.
- To make simple observations (landscapes, physical and human) and compare places around the world.

Weather

- To know different types of weather that occurs around the world.
- To know that weather can be extreme/dangerous.
- To know how we record weather and why.
- To locate climate zones on a map.
- To understand weather forecasts. To know how weather has an impact on human activity.

Geography Progression of knowledge and skills Key Stage 1 CYCLE B

KS1. As a geographer I can:

- ✓ Use information books/pictures as sources of information (R). To use world maps/atlasses/digital/computer mapping and globes to identify places in the world (Y1/2).
- ✓ To ask simple geographical questions: where is it/ what's it like? (R). Make simple comparisons between features of different places (Y1/2).
- ✓ Label places on a map (R). Label places on a map and to use a simple key (Y1/2).
- ✓ Follow basic directions, up down (R). Follow and use simple directions, north south, east and west (Y1/2).
- ✓ Use relative vocabulary farm, city, town (R). Be exposed to and start to use vocabulary: trade, temperature, Celsius (Y1/2).
- ✓ Follow a route on a map with support (R). Use basic coordinates to locate features on a map (Y1/2).
- ✓ Label places on a plan or map (Y1/2).
- ✓ Draw a simple map (R). Draw a simple map with simple grid references and create a key (Y1/2).
- ✓ Use maps to identify local places (y1/2).
- ✓ Answer questions by making observations.
- ✓ Create and use simple surveys (Y1/2).
- ✓ Start to recognise similarities and differences of other countries to their own.
- ✓ Explore equipment to read temperature (thermometer).
- ✓ To express their own opinions and experiences on the topic they are learning

Knowledge objectives.

Food and Farming

- To know where our food comes from.
- To know what foods are grown in the UK.
- To know how farmers; make our food.
- To use simple surveys and questionnaires.
- To know where in the world our food comes from.

Hot and Cold Places

- To know that different countries have different climates/weather.
- To locate hot and cold places on a map.
- To understand how to read temperatures.
- To know how lifestyles are different in hot and cold places.
- To label hemispheres and describe positions.

Our Local Town

- To talk about their local town.
- To create a map of the local town using map symbols.
- To locate landmarks significant places on a map in our local town.
- To recognise map symbols on a map of our local town.
- To use aerial photographs to recognise basic human and physical features of our town.
- To know the names and significant places of our local town

Geography Progression of knowledge and skills Key Stage 1 CYCLE C

Ks1. As a geographer I can:

- ✓ Use information books/pictures as sources of information (R). To use world maps/atlasses/digital/computer mapping and globes to identify places in the world (Y1/2).
- ✓ To ask simple geographical questions: where is it/ what's it like? (R). Make simple comparisons between features of different places (Y1/2).
- ✓ Label places on a map (R). Label places on a map and to use a simple key (Y1/2).
- ✓ Follow basic directions, up down (R). Follow and use simple directions, north south, east and west (Y1/2).
- ✓ Use relative vocabulary ocean, local (R). Be exposed to and start to use vocabulary: continent, culture, capital, foreign (Y1/2).
- ✓ To know that different animals live in different places.
- ✓ Label places on a plan or map (Y1/2).
- ✓ Start to understand how the weather impacts food/homes and lifestyles (Y1/2).
- ✓ Use maps to identify foreign places (Y1/2).
- ✓ Answer questions by making observations.
- ✓ Identify human geographical features on a map (Y1/2).
- ✓ Start to recognise similarities and differences of other countries to their own.
- ✓ To start to understand how places change over time (Y1/2).
- ✓ To express their own opinions and experiences on the topic they are learning

Knowledge objectives.

All about Africa

- To locate Africa on a map and name countries within the continent.
- To describe the geographical features and the impact on animals.
- To find out about the people and cultural beliefs in Africa.
- To explore the weather and climate of this continent.
- To explore the landscape types and make comparisons.

Seas and Oceans

- To name and locate the five oceans of the world.
- To locate some British beaches on a map of the UK.
- To discuss what an island is and what this means for the UK.
- To know how the sea influences land (erosion and coastlines)
- To describe human and physical features of British seaside towns.
- To describe human activity in UK seaside towns and seas.

People and Places

- To locate Europe on a map and identify some countries and geographical features.
- To name and describe some key features and landmarks of London.
- To know how people have adapted to live in places around the world (homes, lifestyle, work)
- To name London as the UK's capital city and locate it on a map
- To explain the uses of The River Thames
- To describe how a city changes in different seasons and the effect on people and activity

Geography Progression of knowledge and skills Key Stage 2 CYCLE A

KS2. As a geographer I can:

- ✓ Use and start to interpret maps (Y3/4). Read and understand maps and basic information on an OS map (Y5).
- ✓ Use more complex atlases and start to develop an understanding of thematic maps
- ✓ Draw a route on a map (Y3). Draw a route on a map and use the four-figure grid reference/digital maps(Y4/5).
- ✓ Start to use technical language such as contour, scale, hamlets, conduit, dormant.
- ✓ Show a basic understanding of contour lines.
- ✓ Use photographs/pictures to collect evidence. (Y3/4). Compare maps with aerial photographs (Y5).
- ✓ Use data to answer questions and interpret basic results (Y3/4). Use data to answer specific questions and annotate results (Y5).
- ✓ Identify the different ways to interpret results (Y3/4). Choose appropriate fieldwork techniques and decide how to present findings (Y5).
- ✓ Begin to suggest questions for investigations (Y5)
- ✓ Know why a key/symbols are needed on maps (3/4). Draw a sketch map using symbols and a key (Y5).
- ✓ Begin to identify significant places and environments local to them.
- ✓ Use index and contents page within atlases.
- ✓ Start to develop an understand of key aspects of human geography, including: types of settlement and land use.
- ✓ Use maps to make suggestions as to why people settled on the coast.

Knowledge objectives.

Places – Essex

- To be able to locate Essex on a map of the UK.
- To locate and name key rivers in Essex.
- To read and understand basic information on an OS map (of Essex).
- Show an understanding of scale using maps/atlasses related to a common route (field trip –local area).
- To locate and label major towns/cities in Essex
- To recognise and label neighbouring counties of Essex.

Settlements

- To know what a settlement is. How do we classify cities, towns, villages, hamlets and valleys?
- To investigate where and why we build settlements and know that settlements do not all look the same.
- To understand a settlement hierarchy.
- To debate why people live in different settlements
- How does more houses effect an already existing settlement? (Strain on resources, is it still a village/town).

Volcanos and Earthquakes

- To show a basic understanding of contour lines.
- To use maps and atlases to locate volcanic hot spots around the world.
- Draw and label the basic structure of a volcano.
- Explain how and why a volcano erupts and the effects it has on the environment.
- To know the different types of volcanos and that some can be found on other planets.
- To investigate what happened to the lost city of Pompeii.

Geography Progression of knowledge and skills Key Stage 2 CYCLE B

KS2. As a geographer I can:

- ✓ Use and start to interpret maps (Y3/4). Read and understand maps and basic information on an OS map (Y5).
- ✓ Use more complex atlases and start to develop an understanding of thematic maps
- ✓ Start to use technical language such as longitude and latitude and use on a map.
- ✓ Being to have an awareness of distance (Y3). Develop a good understanding of how far countries are away from each other.
- ✓ Use the eight points of a compass,
- ✓ Use photographs/pictures to collect evidence. (Y3/4). Compare maps with aerial photographs (Y5).
- ✓ Use data to answer questions and interpret basic results (Y3/4). Use data to answer specific questions and annotate results (Y5).
- ✓ Identify the different ways to interpret results (Y3/4). Choose appropriate fieldwork techniques and decide how to present findings (Y5).
- ✓ Begin to suggest questions for investigations (Y5)
- ✓ Know why a key/symbols are needed on maps (3/4). Draw a sketch map using symbols and a key (Y5).
- ✓ Begin to identify significant places and environments (Y3/4). And give examples of why (Y5).
- ✓ Use index and contents page within atlases.
- ✓ Use and explain the term climate zone.
- ✓ Gain a curiosity about what affects the climate and global warming.
- ✓ Understand other people have different points of view (Y3). Start to debate ideas and question others respectfully (Y4/5).
- ✓ Start to discuss consequence for the future of our planet.

Knowledge objectives.

Contrasting Locality in the Wider World

- Use 8 points of a compass to describe chosen location (in relation to Gosfield).
- Use maps/atlasses/globe to locate chosen location on a world map. How is the physical and human geography different?
- To understand and explain how time zones work and compare to home location
- To know the continent and countries surrounding chosen locality and the surrounding oceans. How is this different from the UK?
- To research the difference between lifestyles within the two countries. i.e. food, weather, physical landscapes, religions, education.

Energy

- To know the difference between renewable and non-renewable energy.
- To know where energy comes from and why we need it.
- To debate the value of wind farms.
- To describe the different types of renewable energy.

Climate

- Name different climate zones across the world.
- Locate the tropics of cancer and Capricorn on a world map.
- To have some knowledge of typical conditions within different climate zones.
- To identify the position and significance of the Arctic and Antarctic circles and northern/southern hemispheres.
- To understand longitude and latitude and why and who would find this useful.
- To research and discuss relevant climate change and how this may affect future generations.

Geography Progression of knowledge and skills Key Stage 2 CYCLE C

KS2. As a geographer I can:

- ✓ Use and start to interpret maps ((Y3/4). Read and understand maps and basic information on an OS map (Y5).
- ✓ Use more complex atlases and start to develop an understanding of thematic maps
- ✓ Draw a route on a map (Y3). Draw a route on a map and use the six-figure grid reference/digital maps(Y4/5).
- ✓ Start to use technical language such as erosion, sustainable, dialect coastline.
- ✓ Use photographs/pictures to collect evidence. (Y3/4). Compare maps with aerial photographs (Y5).
- ✓ Use data to answer questions and interpret basic results (Y3/4). Use data to answer specific questions and annotate results (Y5).
- ✓ Identify the different ways to interpret results (Y3/4). Choose appropriate fieldwork techniques and decide how to present findings (Y5).
- ✓ Begin to suggest questions for investigations (Y5)
- ✓ Know why a key/symbols are needed on maps (3/4). Draw a sketch map using symbols and a key (Y5).
- ✓ Begin to identify significant places and environments.
- ✓ Use index and contents page within atlases.
- ✓ Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality.
- ✓ Recognise that people have differing qualities of life living in different locations and environments.

Knowledge objectives.

Landscape

- To be able to define the term physical and human features.
- To be able to name and locate key human features in the UK and within Europe.
- To recognise how people, seek to improve and sustain environments.
- To know what waves are and how they shape our coastline.
- To locate different landscapes/land types in the UK

Water

- To know how the water cycle works and its importance.
- To know where water comes from and where does it go. (manmade/natural).
- To know that the presence or absence of water can change the character of a place.
- To investigate: 'is all water usable?'
- The River Colne: what is this river like, how does it affect the landscape and is it changing?

Contrasting UK locality

- To name and locate countries and cities of the UK.
- To know how language/accent/dialect is different across the UK.
- To use 6 figure grid references to locate key features.
- To name and locate key human and physical features in the UK (rivers and mountains).

Geography Progression of knowledge and skills Year 6

KS2. To be a geographer I can:

- ✓ Use maps/globes/digital mapping to plot trade journeys.
- ✓ Show an understanding of the distance products go throughout the world.
- ✓ Use the eight compass points and grid reference points.
- ✓ Follow a route on a map and begin to navigate independently.
- ✓ Use scales when drawing maps.
- ✓ Ask relevant questions relating to the topics taught and suggest answers based on what they have learned.
- ✓ Independently plan and carry out a geographical enquiry and present results and conclusions.
- ✓ Use digital technology to collect and record data.
- ✓ To understand the values of tolerance and harmony.
- ✓ To present findings in an organised way.
- ✓ Develop questioning and analytical skills.

Knowledge objectives.

Trade

- To understand what trade means.
- To investigate fair trade and the impact on the world.
- To independently plan and carry out a study on fair trade.
- What does the UK trade/export and where to?

Environmental Issues

- To research what environmental issues there are within the world.
- To investigate and debate plastic pollution. - Why do we use so much plastic/ - What are the problems with plastic? - What is being done by the government and companies to tackle the problem
- To debate controversial environmental issues e.g. Genetically modified foods; sale of plastic bottles; storing nuclear waste underground.
- To know that more housing causes habitat destruction.

A Study of the UK

- To build a picture of the UK using maps and data.
- To investigate UK weather patterns and physical and human features of the four countries.
- To know the geographical similarities and differences between UK regions
- To investigate the best of British law and democracy.