



# Highcliffe St Mark Primary School

## Geography Curriculum Overview



Geography is a subject that is packed with excitement and wonder. It helps children gain a better understanding of our world's people, places and environments, and the interactions between them. Geography helps children to understand how and why places are changing, and to better imagine, predict and work towards what the future may hold. Underpinning of this is a strong spatial awareness that deepens our understanding of what places are like, why and how they are connected.

### Topic Knowledge

#### EYFS curriculum

Explore the environment around them.  
Look at similarities, differences and changes.

#### KS1 National Curriculum—Programme of Study

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.

#### KS2 National Curriculum—Programme of Study

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.

### Skills Progression

EYFS By the end of EYFS children should be able to ask questions about the world around them. They will draw real or imaginary maps and know that a map is a picture of a place. They will know some directional language, even if not used properly. The children will begin to use the name of the seasons in the correct context. They will comment on our country and how it differs to another country. They will know the name of our school and the place in which we live. They will make observations of places within the stories they read and their immediate environment.

#### KS1

By the end of KS1 children should be able to name and locate the four countries of the UK and its capital cities and show Highcliffe on a map, in relation to London. They will be able to name and locate all seven continents and five oceans on a world map. The children will identify key physical and human features of the area we live. The children will understand the geographical differences and similarities between our local area and an area of a non-European country. They will use a range of maps, photos and atlases as a source of information. The children will draw simple maps using appropriate symbols and begin to add a key.

KS2 By the end of KS2 children will be able to locate the 12 regions of the UK, as well as some counties and cities on a map and discuss how the physical and human features of our local area have changed over time. The children will know some types of settlements, name some of the world's vegetation belts and know what climate zones and biomes are and why they are important to the people who live in these areas. The children will understand the geographical differences and similarities between a region in the UK and regions in other continents. The children will understand how climates have an impact on trade, land use and settlement. The children will understand how physical features are formed, including rivers, mountains and volcanoes. They will describe how humans can impact the environment both positively and negatively.

The children will ask questions, suggest and investigate geographical enquiries using a range of sources and techniques. To know how to use a range of data collection methods.

### The Curriculum Sequence

#### EYFS

Geographical skills and fieldwork– Explorer sessions. Observing their immediate environment and compare with other real and imaginary places. Notice change in weather across the seasons.

#### KS1

Year 1: What is it like here? What is the weather like in the UK? What is it like to live in Shanghai?

Year 2: Would you prefer to live in a hot or a cold place? Why is our world wonderful? What is it like to live near the coast?

Human and physical geography, geographical skills and fieldwork runs throughout the curriculum.

#### KS2

Year 3: Why do people live near volcanoes? Who lives in Antarctica? Are all settlements the same?

Year 4: Why are rainforests important to us? Where does our food come from? What are rivers and how are they used?

Year 5: What is life like in the Alps? Why do oceans matter? Would you like to live in the desert?

Year 6: Why does population change? Where does our energy come from? Can I carry out an independent field work enquiry?

Human and physical geography, geographical skills and fieldwork runs throughout the curriculum.

### Central Substantive Concepts

Adversity, beauty, belonging, care, change, choice, cohesion, common good, community, conflict, consequence, diversity, fairness, influence, oppression, passion, peace, poverty, reform, responsibility, rights, stewardship, sustainability, transformation, value, weakness.

### Assessment

Lessons are formatively assessed by the class teacher through discussions, observations, questioning, and looking through the children's work. The use of Recap/Recall time at the start of each lesson to tap into previous knowledge and skills taught. Plenaries at the end of each lesson to summarise the learning and to inform future lessons based on their understanding.

### SEND

Learning is personalised through scaffolding and a range of lesson types. Lessons being group and discussion led allows all children to become active, engaged learners. Pre-teaching of vocabulary will enable all children to feel successful in the lesson. When appropriate, varied tasks will be used for children, including use of drama and technology to record views and ideas.

### Links Across the Curriculum

Links with History, discussing how our local area, and how we use it, has changed over time. Links with Science, particularly with fieldwork and exploring our local environment and school grounds.

Subject Leader: Georgie Greenall



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## Experiencing Geography

### Subject Enhancements

How do children experience Geography in different contexts e.g. real life, trips, visits, their immediate environment

EYFS Children experience Geography through a range of real life experiences offered to them through class discussions, exploring the wild-life in and around our school community. Foundation also have 'Explorer' sessions across the year, giving them the opportunity to explore the wildlife area.

#### KS1

Children KS1 experience Geography both in the classroom and out. They have a range of real life experiences such as trips, discussions, practical and engaging activities and opportunities which allow them to gain knowledge and develop the skills learnt. Specific field work is planned in for each Geography unit and include cross-curricular links to Science and History.

#### KS2

Children KS2 experience Geography both in the classroom and out. They have a range of real life experiences such as trips, discussions, practical and engaging activities and opportunities which allow them to gain further knowledge and develop the skills learnt throughout their school experience. Specific field work is planned in for each Geography unit and include cross-curricular links to Science and History. In the summer term, year 6 plan and carry out their own enquiry based in the local area, giving them an opportunity to apply the skills and knowledge they have learnt throughout their time at Highcliffe St Mark Primary School.

### Resources and Texts

What are the key resources that the children will encounter and explore throughout their time in our school?

#### EYFS

Imaginary maps, globes, google earth, simple maps

School grounds/ wildlife area

Story books– After the Storm, Pick a Pine Tree, The Leaf Thief, Stories about the Seaside (sharing a shell, Billy's Bucket) George Saves the World by Lunchtime (sustainability)

#### KS1

Atlas, maps, globes, Google Earth, aerial photographs, compasses

School grounds/ wildlife area

Story books– The Big Book of the UK, Clean Up! Little Turtle and The Sea, Tidy (climate change)

#### KS2

IOS maps, globes, compasses, NF books, stories, pictures/ photos and internet sources.

Atlas, OS maps, aerial photographs, flattened globe.

Rock collection from volcanic and glacial environments

School grounds/ wildlife area

Story books- Journey to the River Sea, Song of the River, What the Macaw saw (rainforest), The pebble in my Pocket (volcanoes, rocks), Secrets of the Mountain. Journey Home (climate change) Great Woman who have Saved the Planet (environmental issues)

### Key Vocabulary

#### EYFS

Journey, map, notice, observe, see, smell, touch, hear, photograph, weather, seasons, tree, building, river, sea, house, park, field, road, path, rain, snow, sun, wet, flower, leaf

KS1 Please see separate vocab document for more in depth breakdown of key vocabulary.

Village, town, city, land, lake, river, ocean, sea, weather, season, climate, aerial, location, directional language e.g near, far, north, human feature, physical feature, similar, different, map, globe, atlas, symbol, key, place, continent, country, United Kingdom (UK), ocean, capital city, urban, rural, habitat, coastline, island, landmark

KS2 Please see separate vocab document for more in depth breakdown of key vocabulary.

Climate change, tourism, land use, hemisphere, index, geothermal, tectonic plate, volcano, mountain, magma, earthquake, seismic waves, epicentre, climate zones, latitude, longitude, rock types, tropic of Capricorn, tropic of cancer, region, county, settlement types, mapping– scale bar, grid reference, compass, route, fieldwork– expedition, investigate, interpret.

Sustainability, carbon footprint, deforestation, community, vegetation belts, biomes, import, export, trade, water cycle

Greenwich meridian, population, agriculture, desertification, thematic map, ecosystem, atmosphere

Contour lines, population distribution, landmass, energy, consumption, producer, emissions, fossil fuel, Geographical Information Systems (GIS)