

# Curriculum Content – Geography

## Geography Intent

At Gainford CE Primary and Preschool we believe that teaching Geography should provide our children with a better understanding of our ever-changing world. Children should deepen this through a range of experiences involving a variety of primary and secondary sources and conducted through investigation, including local geographical features and new environments. Geography is taught through:

- the geographical skills eg using photographs, maps and atlases, carrying out fieldwork.
- the concepts of place, location, cause and effect, change and decision-making.

We start with the familiar school context and spread outwards to the local, the regional, the national and beyond. Themes are linked across the year groups and skills and concepts are further built upon. Children develop their substantive knowledge and gain an insight into how a ‘geographer’ thinks, showing progress by knowing more, remembering more and being able to do more.

Our purpose is to inspire children to become curious and fascinated with our world both locally, including the immediate market town environment, and further afield. Regardless of a child’s age, ability or background they will develop dynamic skills linked to the ever-changing nature of the world we live in. Specifically, children should consistently be critical and passionate learners with reference to ‘space, place and scale’ as well as the range of geographical concepts they are learning.

Our EYFS children will understand, through their appropriate area of learning how their environment and community influence them by guiding them to people and places that they can observe and explore.

Children within Key Stage 1 will further develop their geographical vocabulary by comparing and contrasting locations nationally and internationally, and complete fieldwork within and beyond our locality.

Our Key Stage 2 curriculum aims to build upon those previously learnt skills and knowledge, yet still provide children with new and engaging experiences that allow them to develop a life-long love for Geography. Children’s learning will incorporate knowledge around location and place, human and physical geography and building an effective bank of geographical vocabulary.

We believe our Geography curriculum is aspirational for all. Throughout their time with us, our children are immersed in a learning journey that encompasses both Geography-specific skills and knowledge. As we embrace our curriculum, we are giving the children the skills and knowledge to become global citizens, whilst deepening their interest in exploring their own place in the ever-changing world that

they live in. River studies and studies of the North East are included to ensure they learn how the geography of their village fits into the larger geographical landscape .

## **National Curriculum Purpose of study**

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.

### **Aims**

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.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Subject content**

### **EYFS**

## Understanding the World- The World

### 30-50 Months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

### 40-60 Months

- Looks closely at similarities, differences, patterns and change.

### Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### 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 to:

#### 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
- 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.