

# **Marton Primary Academy And Nursery**

## **Geography Curriculum**



**Working Together To Be The Best We Can Be**

## **Key Characteristics of a Geographer**

An accomplished geographer has:

- A natural curiosity about the world.
- An excellent knowledge of where places are and what they are like.
- A good understanding of scale.
- An extensive vocabulary that enables them to communicate features of the environment and the processes that shape it.
- Highly-developed fieldwork skills.
- An appreciation of places, including their importance to us, our impact on them and how we can manage and develop them.
- A good understanding of space, location and how it can be represented in different ways.
- The ability to analyse geographical resources (such as maps, aerial photographs and statistical information) to spot patterns.
- A recognition of how changes to places and the environment happen and affect us, both as a result of natural processes and through human activity.
- A sense of responsibility for our world, at a local and global scale.
- A recognition of how we are connected to other people.
- An understanding of how people and places are similar and different.
- An appreciation of the diversity evident in the world among people and environments.
- Highly-developed social skills, including empathy for others.
- Strong emotional responses to places and an understanding of the factors that contribute to these (including how and why different people might experience different responses to the same place).
- The ability to think critically about change and different possible futures.
- The knowledge and understanding required to reach clear conclusions and develop a reasoned argument to explain findings and opinions.

# **Statutory Framework for the Early Years Foundation Stage (March 2021)**

## **Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

### **ELG: Past and Present**

*Children at the expected level of development will:*

- Talk about the lives of the people around them and their roles in society; <sup>[SEP]</sup>
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; <sup>[SEP]</sup>
- Understand the past through settings, characters and events encountered in books read in class and storytelling. <sup>[SEP]</sup>

### **ELG: People, Culture and Communities**

*Children at the expected level of development will:*

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; <sup>[SEP]</sup>
- 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; <sup>[SEP]</sup>
- 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. <sup>[SEP]</sup>

### **ELG: The Natural World**

*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 season and changing states of matter.

## Key Stage 1

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

## Key Stage 2

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical



geography of a region or area within North or South America.

- 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: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

## Long term plan

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>EYFS</u>	People and communities The world	People and communities The world	People and communities The world
<u>Year One</u>	Our school	Where we live	Our place in the world
<u>Year Two</u>	Using and describing maps of the world (Part 1)	Weather and climate	Exploring local woodland  What's it like in China?
<u>Year Three</u>	Exploring Europe	Earthquakes and volcanoes	How is land used?
<u>Year Four</u>	Using and describing maps of the world (Part 2)	Landscapes and the water cycle	Settlement and transportation
<u>Year Five</u>	Ocean currents, biomes and climate zones	North and South America	Understanding and taking action against climate change
<u>Year Six</u>	Using and describing maps of the world (Part 3)	Our changing world (rivers and coasts)	Trade and economic activity

A person wearing a blue plaid shirt and a cap is looking down at a map and a compass. The background is a blurred outdoor setting with green foliage.

## **Big Ideas**

- **Investigate places**

This 'big idea' involves understanding the geographical location of places and their physical and human features.

- **Investigate patterns**

This 'big idea' involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

- **Communicate geographically**

This 'big idea' involves understanding geographical representations, vocabulary and techniques.

# EYFS curriculum sequencing

	N	R1	R2
Learning experiences	Take children out for frequent walks in the local area. Find locations that are familiar to them and you. Talk about the locations, e.g. 'I am going to pop into the supermarket tonight on my way home to buy ...' and 'Do you use this supermarket?'.	Provide children with maps and photographs of their local area. Encourage them to talk about what they see. Encourage children to talk about family members who may live in different countries or holidays they have been on.	Provide frequent opportunities to look at globes, aerial photographs and maps with children. Use them to initiate discussions about where they live, where other family members live and where they have been on holiday. Encourage children to talk about the physical geography, weather and food.
Continuous provision	Provide maps of the continuous provision areas, and encourage children to draw on them where they go. Create simple maps that show children where equipment goes, e.g. where on a table the pencils or the books go. Ask children to put the objects in the right place.	Use simple maps of the local area for children to use with small world characters, or on which to build structures with blocks. Use construction toys to create a model of their house or school.	Provide materials for children to create different environments, such as a desert in the sand area. Provide a variety of non-fiction books with photographs of different environments for them to explore. Provide a toy and explain that the toy doesn't know anything about where their school is. Ask them to describe the area to the toy.
Outdoor environment	Encourage children to make rivers and mountains from sand and mud. Ask them to build a town/shelter with large blocks or natural materials.	Provide maps of the outdoor environment. Encourage children to hide objects for each other and show the location on the map. They could also use directional language to help a partner find the object.	Design a photo orienteering activity in the outdoor area. Take photos of certain areas and hide an object there. Children have to look at the photo, run to the place and record the object that is hidden there. Show children a map of the whole activity.
Purposeful pedagogy	The local area offers endless learning opportunities. Identify the wider experiences you are going to give children in advance. This maximises the opportunity to give children, who may have little local knowledge, a good grasp of their surroundings.	Listen to children talking in order to find out which environments they are familiar with and talking about. Provide resources to introduce children to less familiar environments. Children from inner-city areas may need to see more rural and coastal environments and vice-versa.	Maximise opportunities for children to talk about similarities and differences between places and the people who live there. As the UK population becomes more culturally and linguistically diverse, Early Years staff have a role to play in teaching children to be interested in, rather than judgemental about, each other.
Learning conversations	Listen carefully to children. Give them time to talk about their homes, where they live and what they do there. Maximise opportunities for children from other countries, or with family from other countries, to talk about what it is like there. Use questions such as, 'What do you think it would be like in ...?', 'What might be the same/different?'.	Use 'I wonder' scenarios with children, e.g. 'I wonder where the river goes after it flows through our town.', 'I wonder who might live here.', 'I wonder what the weather is like in this place,' and 'I wonder what kind of food is eaten here'.	Show children photos of familiar landmarks in your area and the same type of landmarks in other areas. Ask 'What do you notice?', 'What is the same or different?' and 'Can you explain why?'.





Big Idea	Milestone 1 Year 1 and 2	Milestone 2 Years 3 and 4	Milestone 3 Years 5 and 6
<p><b>Investigate places</b> This 'big idea' involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features</li> </ul>

physical features of its surrounding environment.

- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

• Use a range of resources to identify the key physical and human features of a location.

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of Europe and identify their main physical and human characteristics.

in the local area. Record the results in a range of ways.

- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Name and locate the countries of North and South America and identify their main physical and human characteristics.

### **Investigate patterns**

This 'big idea' involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- 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.
- Identify land use around the school.

- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- Describe geographical similarities and differences between countries.
- Describe how the locality of the school has changed over time.

- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.



### **Communicate geographically**

This 'big idea' involves understanding geographical representations, vocabulary and techniques.

- Use basic geographical vocabulary to refer to:
  - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
  - key human features, including: city, town, village, factory, farm, house, office and shop.
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
- Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

- Describe key aspects of:
  - physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.
  - human geography, including: settlements and land use.
- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

- 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
- Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

