





*"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world."* Barack Obama

Curriculum Intent	
<p>The Geography Curriculum at FHC is designed to inspire our children to have a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will equip them 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.</p>	
Purpose of Study	
<p><b>Understanding the world we live in</b></p> 	<p>We want our Geography curriculum to give our children a greater understanding of the world we live in. Our curriculum begins close to home, and gradually broadens out into the wider world. As children progress through the school they will look further and further afield, as well as looking in greater depth at their local area. We want it to help them recognise the great differences in cultures, economies, landscapes and environments across the world, and exploring the links between them.</p>
<p><b>Linked to my life</b></p> 	<p>We want our Geography curriculum to give our children a sense of identity and to both provoke and answer questions about the natural world. We want it to develop their knowledge of places and environments throughout the world, develop an understanding of maps, and a range of investigative and problem solving skills that they can use throughout their lives.</p>
<p><b>Practical Skills</b></p> 	<p>We aim that through our curriculum children will experience a range of hands-on experiences in which they connect, analyse and communicate with a range of data gathered through field work that deepens their understanding of geographical processes. They will use first hand observation and geographical skills, such as mapping, to gain knowledge and practical experience in both physical and human outdoor environments.</p>
<p><b>Knowledge</b></p> 	<p>Our Geography progression document clearly sets out the progression of skills from EYFS to Year 6 and through this our children will build their knowledge of the world, debate the matters that will affect their lives and learn to analyse facts in order to contribute creatively to the world. Their growing knowledge about the world helps children understand the interaction between physical and human processes, and the formation and use of landscapes and environments.</p>
<p><b>Assessment and recording for long term knowledge retention:</b>                      Entry task: what they already know and what they want to know grid.                      Exit task: Task given to assess that children have understood key objectives and what has been covered in the topic.</p>	

Summary of Progression							
FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Location and Place Knowledge</b>							
<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in real life.</p>	<ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> <li>Recognise some similarities and differences between life in this county and life in other countries which are relevant to the children in the cohort or the children's interests.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and identify characteristics of the four countries and capital cities of the UK.</li> <li>Introduce the seven continents and five oceans of the world.</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven oceans and five continents.</li> <li>Locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.</li> <li>Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</li> </ul>	<p>Can locate countries of Europe and identify key physical and human characteristics.</p> <ul style="list-style-type: none"> <li>Know the position and significance of the Equator, the Tropic of Cancer and the Tropic of Capricorn.</li> <li>Compare a region of the UK with a desert region, e.g. Identify similarities and differences between this region and a region of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>Can locate world's countries North and South America and can identify key physical and human characteristics.</li> <li>Name and locate counties and cities of the UK, geographical regions and identify key characteristics.</li> <li>Understand the difference between the Northern and Southern hemisphere.</li> <li>Understand the term 'climate zones' and identify some differing ones.</li> </ul> <p>Touch upon global warming and its implications.</p>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude, longitude, equator and key geographical terms.</li> </ul>	<ul style="list-style-type: none"> <li>Use 8 points of the compass.</li> <li>6 figure grid references. Use ordnance survey to name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> </ul>
<b>Human and Physical Geography</b>							
<p>Explore their local environment</p>	<ul style="list-style-type: none"> <li>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</li> <li>Explore and investigate their local environment</li> </ul>	<ul style="list-style-type: none"> <li>Understand human and physical geography of the UK.</li> <li>Identify and describe what places are like and where they are.</li> <li>Recognise how places have become the way they are</li> </ul>	<ul style="list-style-type: none"> <li>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</li> <li>Identify the human and physical features of the two localities studied.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying human and physical geography of the UK and a contrasting non-European country.</li> <li>Describe key physical features, river, mountain,</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography.</li> <li>Use a range of given secondary sources – texts, images, aerial</li> </ul>	<ul style="list-style-type: none"> <li>Describe key physical features: river, mountain, breach etc., and key human features, e.g. city, harbour, industry.</li> <li>Question and challenge stereotypes, unfair distribution of resources,</li> </ul>	<ul style="list-style-type: none"> <li>Earthquakes/ natural disasters – floods, hurricanes tsunamis: <ul style="list-style-type: none"> <li>Describe and explain the processes that cause natural disasters.</li> <li>Draw conclusions about the impact of natural disasters through the study of</li> </ul> </li> </ul>



		<p>and how they are changing.</p> <ul style="list-style-type: none"> <li>• Recognise how places compare with other places, and how they are linked to other places in the world.</li> <li>• Make observations about where things are located.</li> </ul> <p>Recognise changes in physical and human features.</p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise changes in the environment, how the environment may be improved and these improvements sustained.</li> <li>• Identify and describe what places are like and where they are.</li> <li>• Recognise how places have become the way they are and how they are changing.</li> <li>• Recognise how places compare with other places, and how they are linked to other places in the world.</li> </ul>	<p>beach etc. and key human features, e.g. city, harbour, industry.</p> <ul style="list-style-type: none"> <li>• Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments.</li> <li>• To describe where places are and why they are like they are. Identify how places change and how they may change in the future.</li> <li>• Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world.</li> <li>• Recognise how places fit within a wider geographical context and are interdependent.</li> </ul>	<p>photos, stories, videos etc.</p> <ul style="list-style-type: none"> <li>• Whilst studying history/historical figures or groups, why did they choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How is that different today?</li> <li>• Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments.</li> <li>• Describe where places are and why they are like they are. Identify how places change and how they may change in the future.</li> <li>• Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world.</li> </ul>	<p>opportunity and wealth.</p> <ul style="list-style-type: none"> <li>• Use range of given secondary sources – texts, images, aerial photos, stories, videos etc.</li> <li>• Develop use of secondary sources, use them to ask and respond to questions.</li> <li>• Gather data for use as primary source.</li> <li>• Select and use a wider variety of primary and secondary sources.</li> <li>• Identify and describe what places are like. Know locations of places and environments they study and other significant places and environments.</li> <li>• Describe where places are and why they are like they are. Identify how places change and how they may change in the future.</li> <li>• Describe and explain how and why places are similar to / different</li> </ul>	<p>photographs, population numbers and other primary sources. Consider if global warming is having an adverse impact on the occurrence of natural disasters. Consider, connect and analyse different viewpoints and perspectives to aid decision making.</p> <ul style="list-style-type: none"> <li>• Study of volcanoes – causes, effects etc:             <ul style="list-style-type: none"> <li>o Locate places in the world, communicate in different ways, e.g. draw diagrams, produce writing and use the correct vocabulary.</li> <li>o Ask and answer questions about the effects of volcanoes.</li> </ul> </li> <li>• Study of land and settlements pre and post war and pre and post industrial revolution compared to modern day; compare and reflect:             <ul style="list-style-type: none"> <li>o Draw conclusions and develop informed reasons for the changes.</li> </ul> </li> </ul>
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					<ul style="list-style-type: none"> <li>• Recognise how places fit within a wider geographical</li> </ul>	<p>from other places in the same country and elsewhere in the world.</p> <ul style="list-style-type: none"> <li>• Recognise how places fit within a wider geographical context and are interdependent.</li> </ul>	<ul style="list-style-type: none"> <li>o Select and use a wider range of primary and secondary sources.</li> <li>o Identify and describe what places are like. To describe where places are and why they are like they are. Identify how places change and how they may change in the future. Describe and explain how and why places are similar to / different from other places in the same country and elsewhere in the world. Recognise how places fit within a wider geographical context and are interdependent.</li> <li>o Study the economic and political reasons for migration. context and are interdependent.</li> </ul>
<b>Fieldwork, collecting and recording data</b>							
Explore their local environment	<ul style="list-style-type: none"> <li>• Help children to find out about the environment by talking to people, examining photographs and</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out simple teacher led investigations such as identifying types of buildings in their locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple observations about key human and physical features, simple sketches and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out a simple questionnaire or use pre-determined questions to help collect data Undertake</li> </ul>	Carry out teacher led investigations such as identifying types of buildings in their wider locality.	<ul style="list-style-type: none"> <li>• Carry out investigations such as identifying types of buildings in their locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake a field survey of a contrasting area of the UK. Collate the data collected and record it using data</li> </ul>



	<p>simple maps and visiting local places.</p> <ul style="list-style-type: none"> <li>• Explore and investigate their local environment</li> <li>• Experience different weather conditions</li> <li>• Examine and discuss natural objects</li> <li>• Use small world play</li> <li>• Sequence photographs</li> <li>• Draw a map</li> <li>• Survey cars etc</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple observations about key human and physical features, simple sketches and digital technologies.</li> <li>• Complete fieldwork in the school grounds, e.g. create a chart, record information on a school plan.</li> <li>• Investigate weather conditions and make simple measurements</li> <li>• Observe and record seasonal change</li> <li>• Visit local facilities, shops etc</li> </ul>	<ul style="list-style-type: none"> <li>• Complete fieldwork in the school locality, e.g. create a chart, record information on a school plan.</li> <li>• Take a short journey etc by bus to note contrast with local area</li> <li>• Visit a park or green space and observe physical, human features</li> <li>• Complete fieldwork in the school grounds, e.g. create a chart, record information on a school plan.</li> </ul>	<p>environmental surveys.</p> <ul style="list-style-type: none"> <li>• Use simple equipment and instruments to measure and record, e.g. weather equipment.</li> <li>• Complete fieldwork in the school locality, e.g. create a chart, record information on a school plan, simple field sketching skills.</li> <li>• Use school grounds for studying physical human features</li> <li>• Use rain gauges, thermometers etc to record weather and note patterns</li> <li>• Investigate local buildings and land use</li> <li>• Investigate economic activities such as visit a shop</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations about key human and physical features, sketches and digital technologies.</li> <li>• Complete fieldwork in the school locality and present results, e.g. create a chart, record information on a school plan, produce graphs, maps etc.</li> <li>• Carry out a questionnaire or use pre-determined questions to help collect and record.</li> <li>• Gather data for use as primary source.</li> <li>• Develop field sketching skills complete with annotation.</li> <li>• Begin to analyse field data through graphing etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations about key human and physical features, simple sketches and digital technologies.</li> <li>• Complete fieldwork in the wider UK, e.g. create a chart, record information on a school plan.</li> <li>• Carry out a questionnaire to collect and record.</li> <li>• Use equipment and instruments to measure and record, e.g. weather equipment.</li> <li>• Develop field sketching skills complete with annotation.</li> <li>• Carry out a fieldwork survey and present results, e.g. graphs, maps.</li> <li>• Respond to questions such as how can we use our school to reduce plastic waste?</li> <li>• Field study visit to beach to look at human and physical</li> </ul>	<p>handling software to produce graphs and charts of the results.</p> <ul style="list-style-type: none"> <li>• Ask Geographical questions, e.g. how...why..what... when...how...</li> <li>• Communicate findings via maps, writing.</li> <li>• Draw detailed sketch maps and field sketches with annotations of pattern, process and change.</li> <li>• Explore economic trade vs sustainability e.g. how is food produced and road miles</li> <li>• Use fieldtrip to look at rural areas in contrast to urban in terms of physical and human features.</li> <li>• Interview local people about migration</li> </ul>
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Using and creating maps							
<p>To be able to make meaningful maps</p> <ul style="list-style-type: none"> <li>• Make a map of Rosie’s walk</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map</li> <li>• Create maps (messy maps, big maps, story maps)</li> </ul>	<ul style="list-style-type: none"> <li>• Use globes, maps and atlases.</li> <li>• Start to make simple pictorial maps and plans.</li> <li>• Follow directions – near, far, left and right.</li> <li>• Use compass directions: north, east, south, west.</li> <li>• Draw simple maps and use symbols either own or class symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Use globes, maps and atlases.</li> <li>• Make simple pictorial maps and plans.</li> <li>• Follow directions – near, far, left and right.</li> <li>• Draw simple maps and use symbols either own or class symbols</li> <li>• Recognize simple OS symbols</li> <li>• Begin to use birds eye view maps</li> </ul>	<ul style="list-style-type: none"> <li>• Recap using maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia.</li> <li>• Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc).</li> <li>• Understand the 8 compass points and use them to explain/identify points on a map.</li> <li>• Draw maps including key &amp; scale.</li> <li>• Use oblique and aerial views</li> <li>• Give maps title</li> <li>• Use aerial maps to talk about places</li> </ul>	<ul style="list-style-type: none"> <li>• Look at a range of scales using standard measure.</li> <li>• Use letter and number coordinates.</li> <li>• Draw maps including key and scale using different perspectives – birds’ eye, linear, oblique.</li> <li>• Use globes, atlases and maps to find places and make deductions about landscape, industry, features etc.</li> <li>• Use OS maps at different scales.</li> <li>• Begin to use 4 figure grid references.</li> <li>• Use the eight points of a compass.</li> <li>• Begin to select and create appropriate map resources to find and show detailed Information.</li> <li>• Use computer/digital mapping applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Use OS maps at different scales.</li> <li>• Select and create appropriate map resources to find and show detailed Information.</li> <li>• Use satellite Images, GIS and VR to explore distant locations.</li> <li>• Take digital photographs and label</li> <li>• Conduct a transect to observe changes in buildings and land use.</li> <li>• Use key ans scale</li> <li>• Follow a route on a 1:50000 map</li> </ul>	<ul style="list-style-type: none"> <li>• Use satellite images to explore distant locations.</li> <li>• On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</li> <li>• Identify main capital cities/oceans etc.</li> <li>• Understand the significance of latitude and longitude.</li> <li>• Use and create digital mapping.</li> <li>• Use OS maps at different scales.</li> <li>• Record data on large scale maps using correct OS symbols</li> <li>• Use Digimap to study land use over time.</li> <li>• Follow map for orienteering</li> <li>• Use linear measuring tool</li> </ul>

# Geography Curriculum FHC

Environmental impact							
<p>Observe the changing seasons • Observe the weather</p> <ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect on changing seasons on the natural world around them.</li> <li>• Explore and investigate the changing weather</li> <li>• Understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise changes in the environment, how the environment may be improved, and these improvements sustained.</li> <li>• Investigate litter of 'dog poo' in local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise changes in the environment, how the environment may be improved and these improvements sustained.</li> <li>• Investigate pollution, improvements since Victorian times, pollution now.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives.</li> <li>• Study trade and food miles, comparing, look at seasonal food and impact of imports.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives.</li> <li>• Study the effects of deforestation</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives.</li> <li>• Study plastics in the oceans</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how people can improve the environment or damage it, and how decisions about places and environments affect the quality and future quality of people's lives.</li> <li>• Study affect of climate change on natural disasters.</li> </ul>



## Overview of Topics

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Seasons (observations to be done throughout the year)		Explore the local environment (including map work)			
Reception	Seasons and weather (observations to be done throughout the year)			Compare the UK to another country		Find out about the local area (including map work)
Year 1	Leeds on the Map	UK on the Map			Non-European Country India	
Year 2			Wonders of the World	Hot and Cold Places		Seaside
Year 3		Rivers and the Water Cycle			European Region – Sicily	Farm to Fork – Local food trade
Year 4		Natural Disasters			Study of UK Region – Yorkshire	Americas + UK
Year 5			Counties/Cities of UK		Global trade	
Year 6		Mapping the World		Exploring the unknown		