



Curriculum Overview for Geography

National Curriculum 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 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 skill 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 and writing at length.

Range of Opportunities

Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The following information demonstrates which statements from the Bunny School’s Early Years Curriculum are prerequisite skills for geography within the national curriculum.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for geography.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

Three and Four-Year-Olds (Nursery)

Mathematics

- Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

Understanding the World

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

ELG

Understanding the World

People, Culture and Communities

The Natural World

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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 seasons.

Curriculum Map for Geography

Key Stage 1 – Year 1/2

Pupils at Bunny C of Primary are 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 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

Key Stage 2 – Year 3/4/5/6

Pupils at Bunny C of Primary are 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

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- 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.

- 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-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 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.

Due to the curriculum organisation at Bunny C of E Primary School a 2 year rolling cycle is in place

Cycle A	Cycle B
<p>Year 1 / 2 INTERNATIONAL FOCUS YEAR</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom [Bunny, Nottingham], and of a small area in a contrasting non-European country [St Lucia]. <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Identify 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: <ul style="list-style-type: none"> -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 <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and the countries, continents and oceans studied at this key stage 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 	<p>Year 1 / 2 LOCAL AND NATIONAL FOCUS YEAR</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding cities. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> Study the human and physical geography of a small area of the United Kingdom [area around Bunny (Rushcliffe) and Nottingham] <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -key physical features, including: hill, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office and shop <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language 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 world maps, atlases and globes to identify the United Kingdom and its countries

Curriculum Map for Geography

Cycle A	Cycle B
<p>Year 3 / 4 <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Human and Physical Geography</u></p> <p>Describe and understand key aspects of</p> <ul style="list-style-type: none"> physical geography, volcanoes and earthquakes human geography, including: types of settlement and land use. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of a European country. <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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 	<p>Year 3 / 4 <u>Locational knowledge</u></p> <ul style="list-style-type: none"> 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 <p><u>Human and physical geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> Physical geography, the water cycle physical geography, including: rivers and mountains <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. <p><u>Geographical skills and field work</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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
Cycle A	Cycle B

Curriculum Map for Geography

Year 5 / 6

Locational knowledge

- locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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 in North or South America

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts

Geographical skills and field work

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Year 5 / 6

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of a European country.

Human and physical geography

Describe and understand key aspects of:

- human geography, economic activity including trade links,
- The distribution of natural resources including energy, food, minerals and water.

Geographical skills and field work

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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

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- use the 8 points of a compass, 4- and 6-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