

# John Keble CE School

## **Geography Curriculum**

Rooted together in love, growing without limits.

*Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love.*

## **Geography Intent, Implementation and Impact: EYFS – KS2**

<b>Whole school curriculum intent</b>
Our ambitious, knowledge-rich curriculum has been sequenced to equip our pupils with the knowledge and skills to ensure they are happy, healthy global citizens, ready to take their place in modern Britain. The broad and balanced curriculum is creative, coherent and inclusive and, together with our Christian values, enables the pupils to be self-motivated, independent learners.
<b>Subject specific intent: Geography</b>
At John Keble school, we aim to provide a curriculum that meets the aims of the National Curriculum whilst providing a structure and sequence to support teachers in inspiring our pupils to become curious learners and develop a fascination about the world. Our curriculum content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. We intend to develop pupils' contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. Our curriculum offers a range of opportunities for investigating places around the world as well as the Earth's key physical and human processes. As our pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our coverage intends to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge, and variety to ensure interest and progress in the subject.
<b>Implementation and impact</b>
In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world in year 2. Further, in year 2, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenges. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom. We believe that the impact of our curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and more quality evidence can be presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills, and knowledge.

## John Keble Key stage 1 and 2 Geography curriculum overview 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			The geography of the UK The geography of school Weather			
Year 2			UK and Non-European country 7 continents 5 Oceans			
Year 3		Opening worlds: Rivers UK overview	Opening worlds: Mountain ranges & famous mountains	Opening worlds: Settlements & cities	Opening worlds: Agriculture	Opening worlds: Volcanoes
Year 4						
Year 5						
Year 6		Local Geography of Brent and our environment	Fieldwork using Ordnance Survey maps			Economic Study of the UK

In Y3-5, we follow the 'Opening Worlds' scheme of work.

## Year 1 - Geography

Term	Key topic content	Location and place	Human and physical	Map skills	Vocabulary
	Children learn about...	Children learn how to...			Weather Seasons, Summer, Autumn Winter, Spring Continents. Country Locate Near Far Map Globe Ocean Land City Town Village
Spring	Weather		Describe seasonal and daily weather patterns in the UK  Identify hot and cold areas		
	The UK	Understand that the UK is in Europe and name some of the surrounding seas  Name the 4 countries and some capital cities of the UK  Locate the UK on a map and globe	Recognise human and physical features of the UK  Describe what it is like where we live and compare to another part of the UK		
	The geography of the school		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the school	Talk about the geography of the school, e.g. use the terms near and far in relation to the school  Find routes on a simple map  Add features to a given map  Draw a simple map of an imaginary location and use and construct basic symbols in a key	

## Year 2 - Geography

Term	Key topic content	Location and place	Human and physical	Map skills	Vocabulary
	Children learn about...	Children learn how to...			Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features: city, town, village, factory, farm, house, office, port, harbour and shop Left Right Direction, Location Landmark North/South pole (& Artic/Antarctica) Equator Compass
Spring	The UK	Name and locate the 4 countries and 4 capital cities of the UK on a map or globe	Identify human and physical features of the UK  Describe some facts about the 4 countries of the UK	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the UK	
	Comparing the UK with a non-European country	Locate a non-European country	Identify some human and physical features of a part of a non-European country  Compare a part of the UK with a part of a non-European country and talk about geographical similarities and differences	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the area studied	
	The 7 continents and 5 oceans	Name and locate the 7 continents and 5 oceans on a map or globe  Find and locate hot or cold places in relation to the equator and the poles  Name and locate where my family are from		Find routes on simple maps using North, South, East and West and left/right  Describe where places are on a map using North, South, East and West  Use North, South, East and West, and left/right  Identify equator and the poles	

## Years 3-5: Opening Worlds

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>In Years 3-5 this year, we will be introducing a new curriculum developed by Opening Worlds.</p> <p>It is a knowledge-rich humanities programme for teaching history and geography. It has rapidly discernible effects on literacy and a highly inclusive approach. The programme meets and substantially exceeds the demand of the National Curriculum for history and geography. The programme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of its parts. As the Opening Worlds curriculum is so effective, we have introduced it in Years 3-5 and it will be rolled out to Year 6 in forthcoming years.</p>		<p><b>Rivers UK overview.</b> River processes, landforms and flooding. Built around two contrasting depth studies: the River Severn &amp; the River Thames. Travelling down the rivers, poetry linked to the rivers, living by the rivers.</p> <p>Place in context of locational overview: major rivers across England and Wales</p> <p>Focus on River Severn: builds sense of place and so prepares for later work on agriculture in Gloucestershire.</p> <p>Focus on River Thames: builds sense of place and thus prepares for later work on London.</p> <p><b>How similar is the River Thames to the River Severn?</b></p>	<p><b>Mountain ranges &amp; famous mountains.</b> Brief world overview. Then focus on UK - quick overview of remarkable mountainous regions including Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales.</p> <p>Poetry of the mountains (recall poetry of the rivers: why do beautiful places inspire poetry?) Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1)</p> <p>Sustained geographical focus: Relationship between mountains and weather</p> <p>Relationship between humans and mountains</p> <p><b>How do mountains interact with what is around them?</b></p>	<p><b>Settlements &amp; cities</b> Settlement types, land-use, settlements by rivers, land-use hierarchy. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) Two cities: Cardiff and London, inc economy &amp; transport.</p> <p>How do people move about in Cardiff? How do people move about in London? (tube map). How are the two cities connected to each other? Make connections with growing locational knowledge via transport routes.</p> <p><b>How much do Cardiff and London have in common? How are the people of Cardiff like us?</b></p>	<p><b>Agriculture (revisiting locational knowledge).</b> Changing farming practices &amp; impact on landscapes; arable and pastoral – overview;  Depth: Wales (hill-sheep farming, Snowdonia and revisit mountains).  Link to changes to food consumption including trends re local &amp; organic food; Haringey example: vegetarian and plant-based diets; businesses &amp; local markets in London: consumerism, people getting meals to work etc. Idea of 'healthy shops'.  Local fieldwork investigating shops. This is the beginning of a sustained theme in relation to farming, across the globe: <b>Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food?</b></p>	<p><b>Volcanoes</b> Volcanoes Structure of the earth How and why volcanoes erupt Link to settlements with section on why people still live near volcanoes</p> <p>Deepen Mediterranean theme via Mount Etna and human settlements around it.</p> <p><b>How dangerous are volcanoes?</b></p>

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Locate and name the countries making up the UK with their capital cities</p> <p>Use world maps, atlases and globes to name and locate the countries of Europe and identify their main physical and human characteristics</p> <p>Name and locate the equator, Northern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>Describe how the locality of the school has changed over time</p>	<p>Ask and answer geographical questions about the human and physical characteristics of a location</p> <p>Know that geographical features created by nature are called physical features and that these include beaches, cliffs and mountains</p> <p>Know that geographical features created by humans are called human features and that these include houses, factories and train stations</p> <p>Describe geographical similarities and differences Explain views about locations giving reasons, using key vocabulary</p>	<p>Describe and identify the effect of weather and seasons and know that this differs locally and nationally in the UK</p> <p>Confidently describe the physical features of a locality and biome</p> <p>Confidently describe the human features of a locality and explain why the locality has human features</p> <p>Describe similarities and differences between UK climate and that of the chosen region</p> <p>Know that different types of settlements include rural, town, village, city and suburban areas</p> <p>Know different types of land use: agricultural, recreational, housing</p>	<p>Confidently use the four compass points- accurately plot NSEW on a map</p> <p>Recognise the eight points of the compass Use maps, atlases and a globe to compare key features</p> <p>Find the same place on a map, on a globe and in an atlas</p> <p>Work out how long it would take to get to a given destination taking account of the mode of transport</p> <p>Know that a four-figure grid reference contains four numbers; the first two are called the easting and are found along the top and bottom of a map; the second two are called the northing and are found up both sides of a map</p>

Year 6 – Geography					
Term	Key topic content	Location and place	Human and physical	Map skills	Vocabulary
	Children learn about...	Children learn how to...			Fieldwork
<b>Autumn 2</b>	The local geography of Brent and the environment  <i>(History Local history study)</i>	Locate Brent and Harlesden within London and within the UK on a map  Name and locate the countries of origin for people living in Brent and Harlesden	Use fieldwork to observe, measure, record and present the human and physical features in the local area using maps, plans, graphs and digital technology Suggest answers to complex geographical questions Describe how geography has changed over time in the local area, for example how land use has changed Understand the impact of human actions on the local environment and suggest ways people try to limit these	Use six-figure grid references, symbols and keys to read ordnance survey maps of local area  Use 16 points of a compass to follow a route  Use a simple map to find their way around the local area	Processes Residential Commercial Industrial Population density Resources Accessibility 16 points of a compass agriculture, automation, distribution, economic activity, energy, environment, factory, farm, fieldwork,
<b>Spring</b>				Use six-figure grid references, symbols and keys to read ordnance survey maps of local area Use 16 points of a compass to follow a route Use a simple map to find their way around an unknown terrain	generation, global, healthcare, human processes, interaction, interdependent, location, map, minerals, primary, production, resource, secondary, sector, supply, sustainable, tertiary, trade, transportation
<b>Summer 2</b>	The UK economy	Locate regions of the UK	Recap the key human and physical characteristics and key topographical features of regions in the UK. Look into the human geography of the United Kingdom, including land use and an in-depth investigation into economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		