Geography

**Intent:**

A high-quality geography education provides a purposeful means for exploring, appreciating and understanding the world in which we live and how it has adapted and evolved over time. Children are given opportunities to learn about and explore their local area through fieldwork, and compare their life with that in other regions of the United Kingdom and the rest of the world. It explores the relationship between the Earth and its people, allowing children to develop an appreciation of other cultures. The Geography curriculum enables children to develop knowledge and skills that are progressive and transferable to other curriculum areas such as data analysis, map reading and problem solving. Geography teaching also encourages children to find out about the physical world, and enables them to recognise the importance of sustainable development and living for the future.

**Aims:**

Our aims ensure that children:

* Develop a growing knowledge of the 7 continents.
* Begin to understand their own place in comparison to the rest of the world
* Deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
* Engage in learning that is underpinned with fieldwork to add context and meaning.
* Are provided with opportunities to learn graphic skills, including how to use, draw and interpret maps
* Know and understand environmental problems at a local, regional and global level
* Identify the differences between human and physical geography

**Unit Planner**

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| **Aspect** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Location knowledge** | Name and locate the four countries and the capital cities of the UK and surrounding seas  Locate the county and village where they live and go to school  Know their address  Say where somewhere is (near to, far away) | Name and locate the seven continents and five oceans  Know the continent where they live  Identify where the equator is and where the North and South Poles are | Name and locate key countries and cities in Europe (incl. Russia)  Name and locate key mountains/ hills in the UK and key mountain ranges in Europe  Name and locate the key countries of North and South America | Name and locate key human features in the UK  Identify the position and significance of the Arctic and Antarctic circles and northern and southern hemispheres  Describe the UK in terms of hemisphere, its relation to the equator and Arctic and Antarctic Circles | Name and locate the key countries of Africa  Locate the Tropics of Cancer/Capricorn  Name and locate key rivers in the UK and Europe  Name and locate key regions, counties and cities of the UK | Name and locate the key countries of Asia and Australia  Understand longitude and latitude  Know how time zones work  Know about the Greenwich meridian |
| **Mapwork and direction** | Follow directions (up, down, left, right etc.)  Use relative vocabulary (bigger, smaller, like, unlike etc.)  Use world maps and globes  Label places on a plan or map  Draw a simple map | Use basic atlases  Use aerial images and plan perspectives to recognise landmarks and basic physical features  Use basic coordinates to locate features  Follow a route on a plan or map  Use simple compass directions (North, South, East and West) | Use and interpret maps  Make a sketch map  Draw a route  Be able to use digital mapping | Choose when to use globes, maps, atlases or digital mapping  Use more complex atlases and understand thematic maps  Read and understand the basic information on an OS map  Use four-figure grid references | Plot journeys on globes, maps, atlases or digital maps  Create thematic maps  Show an understanding of distance  Show a basic understanding of contour lines  Use the eight points of a compass | Show a basic understanding of scale and projection  Analyse and give views on the effectiveness of different geographical representations of a location  Use six-figure grid references  Use longitude and latitude as locational guides |
| **Fieldwork** | Answer geographical questions by  making observations  Collect simple geographical information e.g. by tallying | Answer geographical questions by collecting information and simply analysing results  Create and use simple surveys and questionnaires  Use maps to collect and record information | Follow a teacher led line of enquiry  Use photographs to collect evidence  Create charts and graphs to show data collected | Ask questions, hypothesise and help to design an enquiry  Make measurements using field equipment  Use data to answer questions and interpret results | Choose appropriate fieldwork techniques and decide how to present findings  Create annotated field sketches  Evaluate the effectiveness of fieldwork | Independently plan and carry out a geographical enquiry and present results and conclusions  Use digital technology to collect and record data  Collect and compare the same data at different sites |

**Units**

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| Year | Unit | Unit type |
| 1 | Weather and seasons  Bocking  Food and farming | Physical  Place  Human |
| 2 | Hot and cold places  Braintree  A contrasting overseas locality | Physical  Place  Place |
| 3 | Volcanoes and earthquakes  Essex  Water | Physical  Place  Human |
| 4 | Mountains  The rainforest  Settlements and land use | Physical  Place  Human |
| 5 | Rivers  A contrasting locality overseas  Trade | Physical  Place  Human |
| 6 | Climate  A contrasting UK locality  Energy | Physical  Place  Human |

**Knowledge Table**

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| --- | --- |
| Unit | Knowledge |
| Weather and Seasons | * Know the names and order of the 4 seasons. * Know how nature is affected by the 4 seasons * Know what humans do in the 4 seasons *(e.g. festivals, clothing etc.)* * Know and recognise the main types of weather in the UK * Know that weather changes with the seasons * Observe and record changes in weather * Know how weather affects human activity |
| Bocking | * Know the key human and physical features of Bocking * Understand the geography of their local area using observation and maps * Know how land is used in Bocking *(roads, houses*, *shops)* * Explore the different types of housing in Bocking * Know the different services offered in Bocking * Understand how we can improve and change the local area |
| Food and farming | * Know how living in the countryside is different to living in a town * Know where different foods come from (crops, animals, fish) * Know what farms are for, the crops and animals that they produce and the products that these get made into * Know how farms are different from one another * Know that some foods come from other countries and why this is |
| Hot and cold places | * Know the world is a globe * Locate the equator and know this is the hottest part of the world * Locate the North and South Pole and know these are the coldest parts of the world * Be able to describe what these places are like * Know what life is like for humans, animals and plants in these areas |
| Braintree | * Know where Bocking is in relation to Braintree and the links between them * Know how land is used in Braintree *(roads, houses*, *shops)* * Know the different services offered in a town *(e.g. parks, medical services)* * Know which services a town offers (e.g. medical services, shopping centre etc) * Understand Braintree’s transport links (trains, buses, roads) |
| A contrasting overseas locality | * Know where the contrasting locality is situated and the country and continent where it is situated * Know and compare the physical and human features of the contrasting locality * Compare the services offered in the locality to our own * Compare the ways of life in the locality to our own * Know how weather/ climate affects the locality |
| Essex | * Know where Essex is within the UK * Know the main physical features of Essex * Know where the main towns and cities are * Know how land is used in Essex * Know what people like about living in Essex and what people would improve * Explore a local environmental issue |
| Volcanoes and earthquakes | * To know about the layers of the Earth and tectonic plates * To understand what volcanoes are and the causes of volcanoes * To understand patterns of volcanic activity * To understand how an earthquake is caused * To understand human and physical consequences of volcanoes and earthquakes |
| Water | * Know the main water features e.g. lakes, rivers, marsh * Know that water is a resource * Know how we manage, clean and distribute water * Understand why sometimes people don’t have enough water * Know ways to save water and be able to communicate these * Know the causes and effects of water pollution |
| Mountains | * Know how mountains, rivers, valleys and hills are formed and linked * Know the main features of mountains and make comparisons between them * Understand the effects of mountains on climate and climate on mountains * Know how mountains affect flora and fauna * Know how and why humans use mountains e.g. leisure |
| The Rainforest | * Understand what rainforests are and where they are * Understand the climate of the rainforest * Know about the four layers of a rainforest (emergent, canopy, understory and forest floor) * Know about the flora and fauna of a rainforest * Know about who lives in rainforests (people) and how they sometimes need to be protected * Know how humans use the rainforest * Understands the reasons for and the effects of deforestation |
| Settlements and land use | * Understand what a settlement is and know the differences between a hamlet, village, town and city * Know the services and features of the different types of settlements * Know the difference between rural, urban and suburban * Know the different ways land can be used * Identify how land is used in urban and rural settings * Know that land use and changes in land use is mostly linked to human needs * Give geographical reasons for and against living in a location |
| Rivers | * Know the parts of a river * Understand inputs and outputs of a river system * Understand the water cycle * Understand the processes of erosion and deposition * Understand how rivers affect human geography * Know the main ways rivers are used by humans * Know how humans can affect rivers (e.g. damming)and how rivers can affect humans (e.g. flooding) and the possible implications of these effects |
| A contrasting locality overseas | * Know where the contrasting locality is situated and the country and continent where it is situated * Know the key physical and human features of the contrasting locality * Know how physical geography affects the locality * Understand the economy of the locality studied * Explore society in the locality and compare it with our own * Explore the challenges involved in living in the locality |
| Trade | * Know what trade is and why it happens * Know some exports of the UK and some products we need to import * Know the differences between raw materials and products and that these can come from different places * Know what a supply chain is * Understand the trade links between the UK and a specific country * Understand the Fairtrade movement and why some people choose Fairtrade products |
| Climate | * Know the difference between weather and climate * Understand different climate zones and where they are * Know about the biomes of the world and how these are linked to specific climates * Know a range of extreme weather phenomena and the effects these have * Know reasons for and consequences of climate change * Know possible solutions for climate change |
| A contrasting UK locality | * Understand the physical and human features of the contrasting locality * Be able to identify similarities and differences between their own locality and the contrasting one * Understand how the physical geography can attract tourism * Know how tourism affects the local economy * Understand how tourism can affect physical geography * Explore an geographical issue in the contrasting locality |
| Energy | * Know why we need energy * Know the different sources of energy and how common they are * Understand the processes involved in moving energy from “source to socket” * Know the differences between renewable and non-renewable energy * Know the environmental and human impact of different forms of energy * Understand the concept of sustainability |