

# Eccleston Primary School

## Geography Curriculum



Whole school definition: **Geography** is the study of places and the relationships between people and their environments.

# Geography Curriculum Overview

## National Curriculum Geography - Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## 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 a 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 skills 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, numerical and quantitative skills and writing at length.

## EYFS – Understanding of the world - Programme of Study

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

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**Whole school definition: Geography is** the study of places and the relationships between people and their environments.

## Intent

At Eccleston Primary School, we want our pupils to be inspired to know more about our planet and processes that occur within it. We want our pupils to be curious about the world in which they live so that they understand the evolution of our planet, our planet's uses and what may lie ahead in the future. Our curriculum promotes the **investigation of places**, **investigation of patterns** and allows our pupils to **communicate geographically**.

We strive for all pupils to have a secure 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.

At Eccleston Primary School our Geography curriculum builds a strong foundation of geographical knowledge, understanding and skills which allows pupils to gain substantive and disciplinary knowledge of the wider world and immediate world around them. Pupils are taught to approach their learning as a Geographer, helping them to develop their skills and they gain further understanding and knowledge. Knowledge and skills build sequentially as pupils move through each year and are mapped to ensure that pupils make links with what has already been taught. The sequence of learning also ensures pupils are taught subject specific vocabulary and how to use this within their explanations.

## Implementation: How is Geography taught at Eccleston Primary School?

The core of the Geography provision at Eccleston Primary School is based on the subject content that should be taught within each Key Stage as outlined in the National Curriculum (2014).

At Eccleston Primary School, pupils are taught Geography through discrete lessons. The curriculum is carefully sequenced to ensure pupils build and develop on the knowledge and skills they have already been taught. The foundations of the Geography curriculum begin in Early Years, where pupils begin by noticing and naming features in their local environment. This progresses to knowing there are different countries and knowing where they live. Then in Reception pupils begin learning about their immediate environment, similarities and differences between other countries and simple mapwork. In Key Stage 1, the beginning of the school year focuses on the wider world. As the academic year progresses, units become more localised to allow pupils to comprehend their place in the world. In Key Stage 2, units of work are sequenced within a year to ensure pupils build on knowledge sequentially and make deeper connections. For example, in Year 3, pupils begin learning about Europe, this leads into their second unit of work on Volcanoes and Earthquakes, where they study Mount Vesuvius in Italy, they then finish the year with a unit of work comparing land types and uses and how they change between areas.

Through Geography, the children learn a range of skills, concepts, attitudes and methods of working. We use a variety of teaching and learning styles in Geography lessons to develop children's knowledge, skills and understanding.

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These include:

- Mapwork, including the use of atlases and globes
- Use of story to understand key events and facts, including story telling.
- Discussions and debate
- Questions and answers
- Individual and group investigations
- Television, radio, audio recording, video, film, internet and other computing resources
- Fieldwork, including studies of the local area and its land uses
- Use of non-fiction books to aid research
- Having visitors talk about their personal experiences.

## Impact:

At Eccleston Primary School, pupils complete termly assessments in Geography. These show the amount of pupils who are working beyond the expected standard, working at the expected standard and working towards the expected standard.

Our concepts are used to make connections through year groups and themes. Pupils begin each lesson by revisiting the 'big question' where they review their learning in the sequence so far, including key vocabulary.

The Subject Leader has outlined the substantive knowledge for each year group in each unit of work. Teachers have clear exit points for the unit of work and understand the key knowledge pupils must ascertain.

Throughout the year, teachers revisit previous learning within the subject to check pupil ability to recall the substantive knowledge identified.

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	<b>0 – 3 years</b> Understanding of the world – Development Matters	<b>3 – 4 years</b> Understanding of the world – Development Matters	<b>Reception</b> Understanding of the world – Development Matters
	<ul style="list-style-type: none"> <li>● <b>Autumn - Immediate environment</b></li> <li>● Notice and name features within their surrounding environment</li> </ul> <p><b>Key Knowledge</b> To recognise a photo of their home – “my house”</p> <p><b>Key Vocabulary</b> House Home Mine Kitchen Bathroom Bedroom Living room</p> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>● Notices detailed features of objects in their environment.</li> <li>● Notices and comments on changes to the environment</li> <li>● Explore the natural outdoors</li> </ul> <p><b>Key Knowledge</b> Name natural objects they found outdoors. Comment on changes ‘look’.</p> <p><b>Key Vocabulary</b> Flower tree seed animal names</p> <ul style="list-style-type: none"> <li>● <b>Summer</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Autumn - Immediate environment</b></li> <li>● To know and name where they live</li> </ul> <p><b>Key Knowledge</b> To be able to name where they live - Ecclestone (or other village)</p> <p><b>Key Vocabulary</b> Home House Live Ecclestone Village</p> <ul style="list-style-type: none"> <li>● <b>Spring</b></li> <li>● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> <p><b>Key Knowledge</b> To be able to name England. To be able to name Africa To look at a map / globe and understand they can see different countries.</p> <p><b>Key Vocabulary</b> World Country England Africa Map Globe</p> <ul style="list-style-type: none"> <li>● <b>Summer</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Autumn - Immediate environment</b></li> <li>● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> </ul> <p><b>Key Knowledge</b> To be able to name different houses and homes To know school is in Ecclestone To name some landmarks in Ecclestone</p> <p><b>Key Vocabulary</b> Detached semi-detached bungalow flat terraced house Ecclestone Village Landmark</p> <ul style="list-style-type: none"> <li>● <b>Spring</b></li> <li>● Recognise some similarities and differences between life in this country and life in other countries</li> </ul> <p><b>Key Knowledge</b> The Arctic is different to England. To know the Arctic is covered in ice and snow To be able to name some animals found in the Arctic</p> <p><b>Key Vocabulary</b> Arctic England different ice snow polar bear arctic fox</p> <ul style="list-style-type: none"> <li>● <b>Summer – Countries and oceans around the world</b></li> <li>● 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.</li> </ul> <p><b>Key Knowledge</b> To be know the world has many different countries To name some different countries.</p>

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					To understand they can locate a country on a map or globe. <b>Key Vocabulary</b> world country map globe	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term 2</b>	<p>Fieldwork (My school grounds) What would a bird see if it flew over my school?</p> <p><b>Concepts:</b> Location Techniques Human &amp; physical features</p> <p><b>NC:</b> To use locational directional language (near and far, left and right) to describe the location of features and routes on a map</p> <p>Use basic symbols in a key</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical</p>	<p>Maps of the world: Continents and oceans Which is bigger - a continent or a country? Which is bigger - an ocean or a sea?</p> <p><b>Concepts:</b> Location Techniques Physical Features Human Features</p> <p><b>NC:</b> <u>Locational Knowledge</u> Name and locate the world's seven continents and five oceans</p> <p><u>Geographical skills and fieldwork</u> Use world maps, atlases and globes to identify the continents and oceans studied at this key stage Use map, atlases and globes to identify the UK and it's countries.</p>	<p>Europe Are all countries in Europe the same?</p> <p><b>Concepts:</b> Location Diversity Human features Physical features</p> <p><b>NC:</b> <u>Locational Knowledge</u> 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. <u>Place Knowledge</u> Understand geographical similarities and difference through the study of human and physical geography of a region in a European country.</p> <p><u>Geographical knowledge and fieldwork</u></p>	<p>Climate change (including the water cycle) How is our world changing?</p> <p><b>Concepts:</b> Physical processes Human processes</p> <p><b>NC:</b> <u>Human and physical geography</u> - describe and understand key aspects of: physical geography, including: climate zones and the water cycle</p>	<p>Mountains How were the 4 peaks of the UK formed?</p> <p><b>Concepts:</b> Physical Processes Techniques Location</p> <p><b>NC:</b> <u>Locational</u> - name and locate key topographical features (including mountains) <u>Geographical skills and fieldwork</u> Use 6 figure grid references.</p>	<p>Describing maps (CQ-M2) Map skills Grid references (CQ-M3) What are the lines on a globe and how do they affect our lives?</p> <p><b>Concepts:</b> Techniques</p> <p><b>NC:</b> <u>Geographical skills and fieldwork</u> Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>

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	features of its surrounding environment.	Use simple compass directions (N, S, E, W)	Use the eight points of a compass.			
<b>Spring Term 2</b>	<p>The UK and capital cities and surrounding seas (including weather patterns in the UK)</p> <p>What is the UK and where is it?</p> <p><b>Concepts:</b> Location Physical Processes Techniques</p> <p><b>NC:</b> <u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>The place where I live (Ecclestone) Refer to England and contrast with Awra Amba (Ethiopia)</p> <p><i>This unit will also highlight the range of communities across Africa - including the vast city developments of Cape Town and the contrast within Ethiopia itself by showing Addis Ababa.</i></p> <p>Would my life be the same if I was born in Awra Amba?</p> <p><b>Concepts:</b> Location Human Features Physical Features Human Processes Diversity</p> <p><b>NC:</b> Understand geographical similarities and differences through studying the human and physical geography of a</p>	<p>Earthquakes and volcanoes</p> <p>How have volcanoes and earthquakes changed our world?</p> <p><b>Concepts:</b> Location Physical processes Physical features</p> <p><b>NC:</b> Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p>	<p>Landscapes: Rivers Fieldwork (Rivers: River Mersey) Prove It! All Rivers are the same.</p> <p><b>Concepts:</b> Location Physical processes Human Features Physical features Techniques</p> <p><b>NC:</b> Describe and understand key aspects of physical geography including rivers.</p> <p>Use 4 figure grid references</p>	<p>North America How is North America different to Europe?</p> <p><b>Concepts:</b> Location Diversity Physical processes Human features</p> <p><b>NC:</b> 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.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p>	<p>International Trade: Food, Natural resources (CQ-M2) Colombia (and South America) How does South America help us?</p> <p><b>Concepts:</b> Location Diversity Human processes Physical Features Human Features</p> <p><b>NC:</b> Describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>

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		small area of the UK and a small area in a contrasting non-European country.				Locate the world's countries, using maps to focus on North and South America
<b>Summer Term 2</b>	<p>Understanding the location of hot and cold countries – (in relation to the equator and N/S pole) Is it always hot in summer and cold in winter?</p> <p><b>Concepts:</b> Location Physical features</p> <p><b>NC:</b> Identify the location of hot and cold areas of the world in relation to the equator and to the North and South Poles</p> <p>Use world maps, atlas at and globes to identify countries</p>	<p>Fieldwork (Environmental issues within our local area) What makes Ecclestone unique? How could Ecclestone be improved?</p> <p><b>Concepts:</b> Location Human Features Physical Features Human Processes</p> <p><b>NC:</b> 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>	<p>Land Use, Economic Activity and Fieldwork (Changes of land use in our local area over time) Do people use the land the same in Ecclestone as they do in Blackpool?</p> <p><b>Concepts:</b> Location Techniques Physical Features Human Processes</p> <p><b>NC:</b> Use maps and atlases to use the eight points of a compass</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a</p>	<p>UK: Major cities/Countries Transportation: UK/Wider world Does every county of the UK have a city?</p> <p><b>Concepts:</b> Human processes Techniques Location</p> <p><b>NC:</b> Name and locate counties and cities of the UK, 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> <p>Understand geographical similarities and difference through the study of human and</p>	<p>The Amazon rainforest (Refer to CQ Biomes &amp; climates and tropical rainforest biome) Do all tropical rainforests need to be along the equator?</p> <p><b>Concepts:</b> Location Physical Features Human Processes Diversity</p> <p><b>NC:</b> Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied</p> <p>Locate North and South America on a map</p> <p>Describe and understand key aspects of physical geography including biomes and vegetation belts.</p>	<p>Fieldwork (Food trade in the local area) Who do our local farms help?</p> <p><b>Concepts:</b></p> <p><b>NC:</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods including plans and graphs, and digital technologies.</p> <p>Use 6 figure grid references.</p>



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			region of the United Kingdom,  Human geography, including: types of settlement and land use.	physical geography of a region of the UK.		
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