Curriculum
Geography- Whole School

CARE ACHIEVE BELIEVE

Curriculum
Geography Rationale

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To inspire geographical explorers to be fascinated in the world and use their knowledge and skills in shaping its future. At Peover Superior we aspire to give all of our children broad and detailed knowledge of people and places around the world.

Intent:	It is our intent that the Geography curriculum at Peover Superior Primary School should inspire and enthuse our Children by encouraging them to be curious and fascinated learners about the ever-changing world around them. We want them to explore the diversities which exist in our world relating to both people and place, both locally and further afield. We aim to ensure that the knowledge and skills they gain from our carefully designed curriculum are retained and will remain with them for the rest of their lives. As Children progress throughout the curriculum they will retain relative knowledge about the world they live in and how human and physical features are changing and adapting across the globe. They will understand the impact humans have on the Earth and explore local and international issues to protect and preserve the Earth as they understand how fragile it can be. The children will understand their place in the world beginning with their locality and extending this to the rest of the world. The Children will have a range of fieldwork opportunities both in their local area and beyond to spark their enthusiasm and to allow them to apply their geographical language, knowledge and skills. It will allow them to practically and confidently explain how the Earth's features at different scales are shaped, interconnected and ultimately change over time. The structure of our curriculum aims to equip Children with the relative knowledge and skills outlined in the National Curriculum via an integrative and holistic approach. The lessons are taught through creative and stimulating sessions which provide opportunities to bridge back and activate prior learning from previous lessons and previous years to ensure their knowledge is secure, deepened and retained. Throughout the curriculum will ensure that we incorporate 3 key threads: Creation, Community and compassion.
Implementation:	Geography is primarily taught through direct, explicit instruction, practice and then feedback. Discussion (both pupil to pupil and pupil to teacher) has an important role in the development of geographical ideas. Effective questioning by the teacher is key to allow Children to practise new knowledge and to help them make link and bridge back to previously taught knowledge. Essentially, through these opportunities for talk, key vocabulary, and so core knowledge, is truly mastered. Formative assessment is essential in the implementation of the geography curriculum to ensure that all children are developing the core knowledge and skills and for any misconceptions to be addressed.
Impact:	Children's work, in written and photographic forms, is used to secure and demonstrate children's learning. It informs teacher assessment, both formative and summative, and is used by subject leaders as part of the monitoring process. Children record their work in their geography books. Subject leader will conduct pupil voice monitor books and conduct drop-ins to identify the impact.

Curriculum Map
Geography – Whole School

EYFS

	Autumn 1	Autumn 2 Refer to History Curriculum	Spring 1	Spring 2 Refer to History Curriculum	Summer 1	Summer 2 Refer to History Curriculum
EYFS	**Composite** The Classroom		**Composite** The School and Peover		**Composite** The Wider Environment	
	ELG: Children will describe their immediate environment using knowledge and observation, discussion, stories, non-fiction texts and maps. Children will understand some important processes and changes in the natural world around them, including the seasons.		**ELG:** Children will describe their immediate environment using knowledge and observation, discussion, stories, non-fiction texts and maps. Children will explore the natural world around them, making observations and drawing pictures of animals and plants. Children will understand some important processes and changes in the natural world around them, including the seasons.		**ELG:** Children will know some similarities and differences between the natural world around them and contrasting environments, drawing upon their experiences and what has been read in class. Children will 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. Children will understand some important processes and changes in the natural world around them, including the seasons.	
	Overview: 1. Children will first look at the geography of their table, describing what they can see. Create a basic plan by drawing around objects on their table 1:1. 2. Children to move around their classroom following simple directions (left/right etc.). They will identify/notice the different features of their classroom (bookcase, table, chair) and react to them by commenting. Children to ask and respond to questions like what and where. 3. Children create a simple plan of their classroom to include the basic features. Discuss the different features on their plan in relation to each other using positional vocabulary. 4. Read texts set in classrooms and compare their immediate environment to those described in texts. What's the same? What's different? Continued work to be completed over the school year on the seasons, making note of changes throughout the year and recording these by drawing pictures and taking photos.		**Overview:** 1. The children will use some of their senses to observe, identify and discuss places in the wider school building and grounds. Take a tour around the school building, with a chosen teddy. Take a photo of Teddy in all the important places in the school. Use the photos to describe Teddy's journey. Links to literacy – draw a picture book to retell Teddy's journey? 2. Take a tour around the wider school grounds, discussing what they can see. Have the children draw pictures of plants and animals observed. 3. Go on an adventure around the school grounds. Create a class or individual journey sticks. Upon return to the classroom, have the children create a basic map using their journey sticks. 4. Look at photographs from Sandbach. Can they identify familiar places in their local area? Potential for fieldwork - take a walk around Peover. Can they draw some of the things they have observed on their trip?		**Overview:** The children will use secondary sources (pictures, photos, stories, non-fiction texts, maps, films) to find out about different places (links to literacy texts). 2. They will be able to tell you what a place is like in simple terms. The children will use simple geographical vocabulary (near/far, /dry/wet) and will describe a place in simple terms (e.g. beach, farm, hill, town, shop, house). 3. They will draw their own simple picture maps and plans with labels of places they know or imaginary places/stories. 4. The children will play games with globes and maps. 5. The children will explain some similarities and differences between these places and life in this country.	

Curriculum Map
Geography – Whole School

Cycle A

	Autumn 1	Autumn 2 Refer to History Curriculum	Spring 1	Spring 2 Refer to History Curriculum	Summer 1	Summer 2 Refer to History Curriculum
KS1 Yr1/2 **Enquiry Question:** Where do we live? Is everywhere in the world like this?	**Our Local Area** • Location and Geographical features of the local area in Cheshire.		**The UK including weather and climate** • UK locational elements: countries, capital, seas and major cities • UK weather and Climate • Detailed exploration of a contracting environment Mountains (Peak District), Coastal (Formby beach) Urban (Manchester)		**Antarctica** • Location • Geographical Features • Climate in general in different areas • People and animals who live their and the impact of the climate on how they live.	
LKS2 Yr3/4 **Enquiry Question:** How is land used?	**Where does our food come from?** • Food production: farming and fishing, processing and transporting/distribution • Link between climate and farming. • Local agriculture food production and products • UK food production/products • Detailed exploration of Kenyan food production, products, market. What is consumed locally and exported? • Food miles and the challenges of transportation • Fair trade.		**UK Northern Region - Scotland** • Location and names of UK regions, Cities, Seas and Scotland in detail. • Key human and physical features of Scotland including climate, forestation, agriculture, food production, population, natural resources etc • Map skills – 8-point compass • Focus on a special land use conflict – North Sea Wind Farms.		**European Region - Greece** • Location and names of Greece, its regions, Cities, Seas • Key human and physical features of Scotland including climate, forestation, agriculture, food production, population, natural resources etc • Detailed exploration of a specific region: Greek Islands • Focus on a special land use conflict – Tourists Vs Locals	
UKS2 Yr5/6 **Enquiry Question:** How does it all work?	**Water Cycle, Distribution and Rivers** • Water cycle and process • Location of water around the world. • Rivers – Key features and terminology • Local, National and Global examples • Case Study – Nile • Flooding: causes and prevention inc fieldwork re infiltration		**China** • Location and names of China; its regions, Cities, Seas and key landmarks and features • Geographical features inc distribution of natural resources, economic activity and trade, development over time, population inc the one-child policy and its impact.		**Longitude:** • Location and use of lines of longitude, the Greenwich/Prime Meridian and time zones. • Detailed study of the North America as example of time zones and their impact.	

Curriculum Map
Geography – 3 Key Threads

Creation, Community & Compassion

Creation Thread	We teach physical geography. We want the children to look at the world and think, how have processes come together physically to create this?
Community Thread	We consider how humans interact with their environment and what impact they have. Key questions we will consider: How have human actions affected it? What might thins look like in the future?
Compassion Thread	We want children to develop empathy and an understanding of their responsibility in the world. Children will develop a lifelong curiosity and fascination; we want children to wonder at the beautiful world and how they can help to sustain it.

Curriculum Map
Geography – Whole School

Cycle B

	Autumn 1	Autumn 2 Refer to History Curriculum	Spring 1	Spring 2 Refer to History Curriculum	Summer 1	Summer 2 Refer to History Curriculum
KS1 Yr1/2 **Enquiry Question:** What's beyond the UK?	**The world inc extreme environments** • Location names of: continents, oceans, countries, hot/cold regions • Polar regions – The Artic • Deserts – The Sahara		**Contrasting UK area** • Detailed exploration of a third contracting environment Mountains (Peak District), Coastal (Formby beach) Urban (Manchester) • Virtual fieldwork with a partner school within a similar environment. (Wilbraham – inner city school in Manchester)		**Australia** • Location • Geographical Features • Climate in general in different areas • People and animals who live their and the impact of the climate on how they live. • Detailed focus on a small area – Great Barrier	
LKS2 Yr3/4 **Enquiry Question:** How do people change places?	**Settlement and Land Use** • Settlement and styles of settlement • Physical and human features of settlements • Functions of settlements • Impact of settlements • Land Use in urban and rural areas		**Climate zones/Biomes and Latitude** • The position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Topics of cancer and Capricorn, Artic and Antarctic cycle. • Types of Biomes • Deciduous woodland (fieldwork) vs tropical rainforest (Indonesia) vs taiga/boreal/coniferous (Canada)		**Americas Region: Brazil/Amazon** • Location and names of Brazil: regions, Cities, Seas, Rivers and landmarks • Geographical features: topographical features, climate, forestation, agriculture, economic activity, natural resources. • Focus on deforestation causes and impacts • Contract between urban/rural in Brazil	
UKS2 Yr5/6 **Enquiry Question:** How fragile is Earth?	**Natural Disasters** • Features arising from tectonic plates • Location and mapping of mountain, volcanoes and earthquakes • Interface between human and physical • Depth studies: Japan earthquake and tsunami vs Haiti		**Sustainability and Climate Change** • Fossil fuels and their distribution • Challenges to sustainability: Global, National, Local, Inc Climate change process and impacts inc global warming, plastic usage and fishing. • Possible solutions to sustainability challenges inc: renewable energy, sustainable products, reducing emissions.		**Local Synoptic Study:** • Detailed tracking of the development of the local area and contrasting with other places around the world. • Exploration of the future and sustainability of the current situation.	

Curriculum Map
Geography – Overview KS1

Cycle A

Autumn 1 Our Local Area	Spring 1 The UK including weather and climate	Summer 1 Antarctica
Composite To explore our school and its grounds	**Composite** To explore the UK, its weather and climate	**Composite** To compare the UK weather patterns to cold areas of the world.
Components • Know how to use observational skills to explore areas within the school building, making a simple map using basic symbols in a key. • Know how to further into the school grounds, identifying what they consider to be the key human and physical features of the school's surrounding environment • Complete a chart to express opinions (e.g. features they liked/disliked, Y2 to include reasons). • Know how to use aerial photographs/satellite images and plan perspectives to recognise landmarks and physical and human features that they observed around the school. • Know how to use their experiences to make a simple map of the school grounds, using basic symbols in a key. Skills expectations between Y1 and Y2 to be made clear. • Know how to complete the school's orienteering route. Children to follow a route on a map and use simple compass directions (North, South, East and West). Children will be encouraged to use locational and directional language.	**Components** • Know the four countries of the UK and use maps and atlases to locate them. • Know how to use maps and atlases to locate and name the capital cities of the United Kingdom and use compass directions to describe their locations relative to each other (e.g. London is South of Edinburgh). Create a human map to show positions relative to each other. • Know how to use maps and atlases to locate and name the surrounding seas. • Complete a study of the UK. Review its position on a map and in an atlas. Identify key physical features and human features including significant landmarks, climate and weather. • Know how to make comparisons between Peover and Manchester. What is similar? What is different? Use fieldwork studies in the Peover village to support comparisons.	**Components** • Know how to identify seasonal weather and daily weather patterns in the UK and locally. Complete fieldwork to measure factors such as temperature/rainfall over a period of time in Peover and compare nationally. • Know how to use maps, atlases and globes to locate cold areas of the world in relation to the North and South Poles. Use photographs, videos and texts to discuss the physical and human features of Antarctica. • Know how to make comparisons to Peover, discussing weather, temperature as well as physical and human characteristics. • Know how to find out about the people and animals who live in Antarctica and the impact of the climate on how they live.
Key Vocabulary: Compass, North, South, East, West, Near, Far, Left, Right, Fieldwork, Plan, Ariel, Photograph, Map, Key, Symbols, Direction, Characteristics.	**Key Vocabulary:** Country, England, Northern Ireland, Wales, Scotland, Capital Cities, London, Edinburgh, Cardiff, Belfast, English Channel, North Sea, Atlantic Ocean, Town, Mountain, Beach, City, River, Surroundings, Comparison, Climate.	**Key Vocabulary:** Atlas, Globes, North Pole, South Pole, Seasonal Weather, Weather Patterns, Climate, Temperatures.

Curriculum Map
Geography – Overview KS1

Cycle B

Autumn 1 The world inc extreme environments	Spring 1 Contrasting UK area	Summer 1 Australia
Composite To explore the different environments around the world – Hot and Cold	**Composite** To explore the contracting environments around the UK	**Composite** To explore Australia and its different environment compared to Peover
Components • Know the location names of: continents, oceans, countries, hot/cold regions • Know about the polar regions – The Artic • Know about the deserts – The Sahara	**Components** • Know how to do a detailed exploration of a contracting environment Mountains (Peak District), Coastal (Formby beach) Urban (Manchester) • Know how to do Virtual fieldwork with a partner school within a different environment from Peover (rural). (Wilbraham – inner city school in Manchester)	**Components** • Know the location of Australia on a map/atlas • Know the geographical Features • Know how to explore the climate in general in different areas • Know how to find out about the people and animals who live their and the impact of the climate on how they live. • Know how to do a detailed focus on a small area – Great Barrier
Key Vocabulary: Environments, Hot, Cold, Continents, Oceans, Countries, Regions, Polar, Desert	**Key Vocabulary:** Contracting, Mountains, Coastal, Urban, Fieldwork, Environment.	**Key Vocabulary:** Atlas, Globes, Features, Climate, Location

Curriculum Map
Geography – Overview LKS2

Cycle A

Autumn 1 Where does our food come from?	Spring 1 UK Northern Region - Scotland	Summer 1 European Region - Greece
Composite To explore where our food comes from.	**Composite** To explore the UK Northern Region of Scotland	**Composite** To explore the European Region of Greece
Components • Know about food production: farming and fishing, processing and transporting/distribution • Know how to make links between climate and farming. • Know about local agriculture food production and products, UK food production/products • Know how to do a detailed exploration of Kenyan food production, products, market. What is consumed locally and exported? • Know about food miles and the challenges of transportation • Know about Fair trade.	**Components** • Know the location and names of UK regions, Cities, Seas and Scotland in detail. • Know how to explore key human and physical features of Scotland including climate, forestation, agriculture, food production, population, natural resources etc • Know how to use map skills – 8-point compass • Know how to focus on a special land use conflict – North Sea Wind Farms.	**Components** • Know the location and names of Greece, its regions, Cities, Seas • Know how to explore key human and physical features of Greece including climate, forestation, agriculture, food production, population, natural resources etc • Know how to do a detailed exploration of a specific region: Greek Islands • Know how to focus on a special land use conflict – Tourists Vs Locals
Key Vocabulary: Farming, Processing, Transportation, Distribution, Climate, agriculture, Consumed, Exported, Fair Trade	**Key Vocabulary:** Regions, Cities, Seas, Forestation, Agriculture, Compass, Conflict, Climate.	**Key Vocabulary:** Regions, Cities, Seas, Forestation, Agriculture, Compass, Conflict, Climate.

Curriculum Map
Geography – Overview LKS2

Cycle B

Autumn 1 Settlement and Land Use	Spring 1 Climate zones/Biomes and Latitude	Summer 1 Americas Region: Brazil/Amazon
Composite To explore the settlement and Urban Areas	**Composite** To explore climate zones/Biomes and Latitude	**Composite** To explore Americas Region: Brazil/Amazon
Components • Know what settlements are. Name different types of settlement. Locate them on OS maps using 4-figure grid references. (Discuss how some cities are smaller than others as some smaller settlements have cathedrals, making them a city e.g. St. David's in Wales) • Know how some settlements have a special use of function: ports, market towns, resorts and identify on a map. • Know how the size of a settlement will impact how many facilities there are. Discuss what kind of settlement Peover is and discuss how this affects the services/facilities on offer. What services are present/needed? (Opportunity for fieldwork: community questionnaires, survey of services). How might this change in the future? • Know the meaning of the term land-use and identify different types of land-use. Discuss how land-use can vary between urban and rural areas and between different types of settlements. • Know how to look at NLS and OS maps and aerial photographs to identify different types of land use in the local area, combining with local fieldwork where possible. Sketch map land-use in the local area using keys and legends. Consider the differences between urban and rural areas. Is the surrounding area residential, commercial, agricultural or industrial? • Know how to use NLS maps to compare land use in Peover with 50 years ago. How/why has it changed? How do you think it will change in the future? Why? Support with census information	**Components** • Know the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Topics of cancer and Capricorn, Artic and Antarctic cycle. • Know the different types of Biomes • Know how to conduct fieldwork in Deciduous woodland (fieldwork) vs tropical rainforest (Indonesia) vs taiga/boreal/coniferous (Canada)	**Components** • Know the location and names of Brazil: regions, Cities, Seas, Rivers and landmarks • Know the geographical features: topographical features, climate, forestation, agriculture, economic activity, natural resources. • Know how to focus on deforestation causes and impacts • Know how to explore the contrast between urban/rural in Brazil
Key Vocabulary: Settlements, Land-use, survey, urban, rural, surroundings, agriculture, industrial.	**Key Vocabulary:** Latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Topics of cancer and Capricorn, Artic and Antarctic cycle, Biomes, Deciduous.	**Key Vocabulary:** Landmarks. Regions, Cities, Topographical, Climate, Agriculture, Deforestation, Impacts, Contrast.

Curriculum Map
Geography – Overview UKS2

Cycle A

Autumn 1 Water Cycle, Distribution and Rivers	Spring 1 China	Summer 1 Longitude:
Composite To explore how the water cycle works	**Composite** To explore China	**Composite** To explore how it all works – Longitude, Time Zones
Components • Know about the water cycle and how it works. Describe each step in the process, using a diagram and the correct vocabulary • Know ways that households use water, the water treatment process in the UK and how water is distributed around the UK to use in taps. • Know how to map some of the UK's main rivers, from their source to their mouth, identifying which regions they travel through. Use OS maps with four figure gird references. • Know how to conduct a Case Study – Nile • Know about Flooding: causes and prevention inc fieldwork re infiltration	**Components** • Know the location and names of China; its regions, Cities, Seas and key landmarks and features • Know about the geographical features inc distribution of natural resources, economic activity and trade, development over time, population inc the one-child policy and its impact.	**Components** • Know the location and use of lines of longitude, the Greenwich/Prime Meridian and time zones. • Know how to do a detailed study of the North America as example of time zones and their impact.
Key Vocabulary: Water Cycle, Rivers, Features, Location, Case Study, Flooding, Cause, Prevention, infiltration	**Key Vocabulary:** Regions, Cities, Landmarks, Features, Distribution, Resources, Economic activity, Population, Impact.	**Key Vocabulary:** Longitude, Time Zones, Greenwich, Prime Meridian, Impact

Curriculum Map
Geography – Overview UKS2

Cycle B

Autumn 1 Natural Disasters	Spring 1 Sustainability and Climate Change	Summer 1 Local Synoptic Study:
Composite To explore how fragile our Earth is – Natural Disasters	**Composite** To explore sustainability and Climate Change	**Composite** To conduct a local study
Components • Know the features arising from tectonic plates • Know the location and mapping of mountain, volcanoes and earthquakes • Know how to locate some of the major volcanoes around the world and discuss their location relative to the equator, N/S Hemisphere, continents, oceans. Are there any patterns? • Know about the different types of volcanoes, how they are formed and what makes them different and makes them erupt - Mount Vesuvius. • Know how to explore tectonic plates on maps and understand the significance of these boundaries for natural disasters. They will explore how moving plates can also cause earthquakes and how these earthquakes have different strengths. • Depth studies: Japan earthquake and tsunami vs Haiti	**Components** • Know about Fossil fuels and their distribution • Know about the challenges to sustainability: Global, National, Local, Inc Climate change process and impacts inc global warming, plastic usage and fishing. • Know about the possible solutions to sustainability challenges inc: renewable energy, sustainable products, reducing emissions.	**Components** • Know how to do a detailed tracking of the development of the local area and contrasting with other places around the world. • Know how to explore the exploration of the future and sustainability of the current situation.
Key Vocabulary: Tectonic Plates, Mountains, Earthquakes, Volcanoes	**Key Vocabulary:** Sustainability, Climate Change, Fossil Fuels, Impacts, Emissions	**Key Vocabulary:** Tracking, Development, Exploration, Sustainability