

## Geography Intent

At Tudor Grange Primary Academy Perdiswell, we aim to ignite children's curiosity and fascination about Geography through the discovery of their world and local environment. Children will be equipped with knowledge about diverse places, environments and people, as well as learning about the Earth's key physical and human processes.

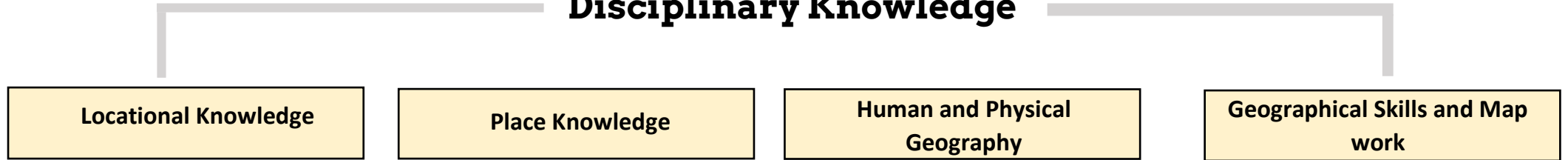
Our children will learn to consider how we, as humans, interact with the world and become aware of their role as a global citizen enabling them to develop a context for their growing sense of identity.

At Tudor Grange Primary Academy Perdiswell, our intent, when teaching geography, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

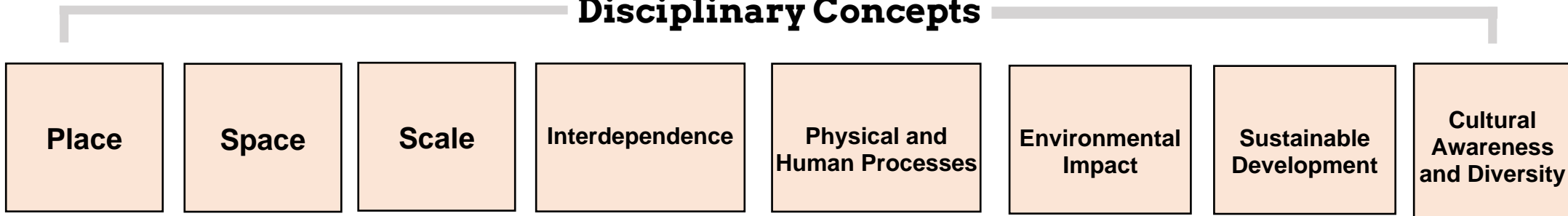
# Geography Curriculum Map

The concepts, geographical knowledge and geographical skills have been mapped to ensure that pupils following our sequence of learning have ample opportunity to make progress in geography by knowing and remembering more geographical content.

## Disciplinary Knowledge



## Disciplinary Concepts



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## Curriculum Aims

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- To 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.
- To 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.
- To be 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.
  - a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
  - geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- 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.

## Geography Curriculum Map

EYFS	Reception EYFS		Links to KS1 Curriculum
EYFS area of Learning	<b>Understanding the World</b>		
	<b>Our Environment</b>	<b>Journeys</b>	<b>Understanding our world</b> <b>Taking care of our planet</b>
<b>Seasonal changes- Runs across all three terms.</b>			
<b>Fundamental Knowledge: People, Culture and Community</b>	<p>Enjoys playing with small-world models which represent a range of people, cultures and communities.</p> <p>Compare and contrast characters from stories, including figures from different cultures.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Show an interest in the need to respect and care for the natural environment and all living things.</p> <p>Show an understanding that others don't always enjoy the same things.</p> <p>Develop positive attitudes about the differences between people</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.</p>	
<b>Fundamental Knowledge: The Natural World</b>	<p>Draw information from a simple map.</p> <p>Recognise some environments are different.</p> <p>Notices detailed features of objects in their environment.</p>		
<b>EARLY LEARNING GOAL</b>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		

## Geography Curriculum Map

	Autumn 2	Spring 2	Summer 2
Year 1	<p><b>Fieldwork: Our School Grounds</b>  <b>Key question:</b> Do our school grounds support plant life?</p>	<p><b>Fieldwork: Our Local Park</b>  <b>Key question:</b> What is at our local park? How do people get there?</p>	<p><b>Geographical Knowledge: The World and my School</b>  <b>Key question:</b> Where in the world do I live?</p>
<b>Fundamental Knowledge</b>	<p>Children explore their school grounds, naming and describing what they see (e.g., different areas: buildings, playgrounds, planters, sensory gardens, field, forest school) and how these areas are used. Children will study data collection methods and choose appropriate methods according to their enquiry. They will use first-hand sensory exploration and observations to investigate the key features of their school grounds. Children will devise simple maps, including map symbols to represent their observations. Children will learn about compasses and the simple use of directional language. Children will reflect upon the data collected to answer how their school grounds support and encourage plant life. Children will present their data to answer their enquiry.</p> <p><b>Place:</b> I know that I can describe the place of something. This is called its location.</p>	<p>Children explore their local park, naming and describing what they see (e.g., different areas: play areas, ponds, wildlife areas, car parks) and how these areas are used. Children will study data collection methods and choose appropriate methods according to their inquiry. They will use first-hand sensory exploration and observations to investigate the key features of their local park. Children will reflect upon the data collected to answer how people use and enjoy their local park. Children will present their data to answer their inquiry.</p>	<p>Children will begin learning about space and scale by looking at their classroom location using a planned perspective of the school. Children will then look at the location of their school on their street, including some of the other key human and physical features of the area. Children will explore the location of their settlement within the United Kingdom and learn about the UK's four countries and capital cities. They will learn about the seasons in the United Kingdom and how they change. Children will then look at where the United Kingdom is in the world, learn the names of the continents and oceans and look at weather and climate across the globe.</p> <p><b>Place:</b> I can understand that places can have meaning to people.</p> <p><b>Space:</b> I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries.</p>

## Geography Curriculum Map

	<p><b>Space:</b> I can understand that we can comment on the size, shape, colour or location of something.</p> <p><b>Physical and Human Processes:</b> I can identify human and physical features.</p> <p><b>Fieldwork:</b> I know what fieldwork is. I can name different data collection methods. I can choose an appropriate data collection method. I can observe, collect and record data.</p>		<p><b>Scale:</b> I can identify seasonal and daily weather patterns in the UK.</p> <p><b>Physical and Human Processes:</b> I can identify seasonal and daily weather patterns in the UK.</p>
<b>Assessment opportunities</b>	Formative assessment through quick quizzes.	Formative assessment through quick quizzes.	Formative assessment through quick quizzes.

Year 2	Spring 1	Summer 2
	<p><b>Geographical Knowledge - My Local Area and Tulum, Mexico</b> <b>Key question:</b> What are the similarities and differences between my town and Tulum, Mexico?</p>	<p><b>Fieldwork - Weather and Climate</b> <b>Key question:</b> How can we record and measure weather phenomena?</p>
<b>Fundamental Knowledge</b>	Children will use atlases and globes to discover about the world, including the seven continents and five oceans, the countries, capital cities and surrounding seas of the UK and the equator and poles. Children will develop fieldwork and map skills creating maps of the school and their local area. Children will learn the geographical human and physical features of Tulum in Mexico and compare them to the geographical features of their own local area.	Children will learn about the differences between weather and climate. Children will learn about climate zones and the conditions in the temperate and tropical climate zones. Children will learn about people's roles in weather forecasting and how forecasts work. Children will learn about various weather instruments before creating some of their own. Children will use weather instruments to record and present data. Children will analyse and evaluate the data collected to observe weather patterns.

## Geography Curriculum Map

<b>Assessment opportunities</b>	Formative assessment through quick quizzes.	Formative assessment through quick quizzes.
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Year 3	Autumn 1	Spring 1	Summer 2
	<p><b>Geographical Knowledge - The United Kingdom</b></p> <p><b>Key question:</b> What are the key geographical features of the UK, and my region?</p>	<p><b>Fieldwork - Land use, economic activity, and travel</b></p> <p><b>Key question:</b> What facilities are in my local area, and how do people travel there?</p>	<p><b>Fieldwork - Bee Conservation</b></p> <p><b>Key question:</b> How can we make our school environment more bee friendly?</p>
<p><b>Fundamental Knowledge</b></p>	<p>Children will learn about the key geographical characteristics of the United Kingdom. They will discover the different countries of the United Kingdom and the regions within England. Children will explore the human and physical features of the UK, including the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases to explore the UK and their local region while learning to use a compass, 4-figure grid references, keys and symbols.</p> <p><b>Place:</b> I can understand that places can have meaning to people. I understand that people can choose to use land in different ways.</p> <p><b>Space:</b> I can understand that the UK is split into countries and regions. I can understand that regions are split into</p>	<p>Children will learn about the places around them and begin looking for land use patterns. Using a case study of a fictional town to provide context, children will investigate their local area, focusing on its facilities and transport links and how they might be changing. Children will learn different ways of presenting, analysing and evaluating the data collected about their locality.</p>	<p>Children will learn how important bees are for humans and the natural world. Children will learn the dangers facing bees and the ways in which they can be conserved. Children will observe bees in their natural habitat and carry out improvement works on school grounds to help conserve and protect bees.</p>

## Geography Curriculum Map

	<p>counties. I can identify some key human and physical features of the UK and my region. I can use compass points, four-figure grid references, symbols, and keys.</p> <p><b>Scale:</b> I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England.</p> <p><b>Physical and Human Processes:</b> I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes that take place in the UK, including settlements.</p> <p><b>Cultural Awareness and Diversity:</b> I can understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.</p>		
<p><b>Assessment opportunities</b></p>	<p>Formative assessment through quick quizzes.</p>	<p>Formative assessment through quick quizzes.</p>	<p>Formative assessment through quick quizzes.</p>



## Geography Curriculum Map

Year 4	Autumn Term	Spring Term	Summer Term
	<b>Geographical Knowledge - Coastlines</b> <b>Key question:</b>	<b>Geographical Knowledge - My Region and Campania (Italy)</b> <b>Key question:</b> What are the similarities and differences between my region and Campania, Italy?	<b>Fieldwork - Investigating Weather and Climate</b> <b>Key question:</b> How can we record and measure weather phenomena?
<b>Fundamental Knowledge</b>	<p>Children will learn about coastlines in the UK. Children will discover what coasts are, how they are formed, how they are protected and why they are constantly changing. Children will focus on the processes of erosion and deposition and how they affect the coast, find out the names of some different coastal formations and find out what disasters can happen on precarious cliff edges. Children will use their knowledge to debate how changing coastal area will affect the local environment.</p>	<p>Children will learn about the world and how it is represented on maps. Children will discover the different countries and capital cities of Europe as well as recapping the countries and cities of the UK. Children will specifically focus on Italy and will learn the key human and physical features of the country before focusing on the region of Campania. Children will learn about plate tectonics, earthquakes and volcanoes and will complete two Campania case studies. Children will then use their knowledge to compare their own region in England with Campania and establish similarities and differences between the two.</p> <p><b>Place:</b> I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways and that this can depend on the land's physical geography.</p> <p><b>Space:</b> I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can identify some key physical features and</p>	<p>Children will learn about weather in the world and local area. Children will be able to identify weather patterns based on where a country is located in the world. Children will plan, carry out, record and analyse data from fieldwork to measure weather phenomena in their local area.</p>

## Geography Curriculum Map

		<p>settlements in Campania.            I can identify the location of my region in England and the key human and physical features of my region.            I can compare key physical features in Campania to those in my own region.</p> <p><b>Scale:</b> I can understand how my region is an area within England, and there are towns and cities within my region.            I can understand that Campania is a region within Italy.            I can understand that England and Italy are countries within the continent of Europe.</p> <p><b>Physical and Human Processes:</b> I can understand that physical processes are the natural forces that change Earth's physical features.            I understand how the tectonic movement had shaped the Earth's surface.            I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.            I understand human processes in my region and Campania, including settlements and economic activity.</p> <p><b>Cultural Awareness and Diversity:</b> I can understand the similarities and differences between my region and Campania and give some examples.            I can understand that cultural identity may vary from region to region.</p>	
<b>Assessment opportunities</b>	Formative assessment through quick quizzes.	Formative assessment through quick quizzes.	Formative assessment through quick quizzes.

## Geography Curriculum Map

Year 5	Autumn Term	Spring Term	Summer Term
	<p align="center"><b>The United States</b></p> <p><b>Key question:</b> What are the similarities and differences between my region and the Western United States?</p>	<p align="center"><b>Fieldwork – Rivers</b></p> <p><b>Key question:</b> What are the features of my local river?</p>	<p align="center"><b>Fieldwork - Biomes and Eco Systems</b></p> <p><b>Key question:</b> What trees, plants and animals are in our local ecosystem?</p>
<p><b>Fundamental Knowledge</b></p>	<p>Children will recap the key human and physical of their region in the United Kingdom. Children will discover the different countries and capital cities of North America and then focus on the Western region of the USA. Children will learn the human and physical features of the Western region of the USA, including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle and apply this to their region and the Western USA.</p> <p><b>Place:</b> I understand that people in a particular region can have a strong identity linked to their region. I understand that people can choose to use land in different ways and that this can depend on the land’s physical geography and climate, and I can give some examples.</p> <p><b>Space:</b></p>	<p>Children will learn about the formation of a river at each course and the specific features that can form. Using the River Trent as a case study, children will recap regional rivers before selecting a local river to conduct fieldwork. Children will learn how to conduct fieldwork at a local river by gathering, analysing, presenting and recording data.</p>	<p>Children will learn that a climate zone is an area with a distinct type of weather. They will learn about the 6 main biomes in the world and identify which we are located in. Children will use their prior knowledge of fieldwork to conduct their own fieldwork linking their local observations to wider world patterns. Children will plan, devise and answer questions using geographical vocabulary, measure and record primary data and justify and evaluate data collection methods.</p>

## Geography Curriculum Map

	<p>I can identify the location of my region in England and the key human and physical features of my region.</p> <p>I can identify some of the countries in North America and their capital cities.</p> <p>I can identify some key settlements in the Western USA.</p> <p>I can give examples of how the landscape in the Western USA varies massively, e.g., climate belts and biomes.</p> <p>I can identify the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones.</p> <p>I can identify how physical geography and climate can affect the type and location of settlements in the Western USA.</p> <p><b>Scale:</b> I can understand how my region is an area within England, and there are towns and cities with my region.</p> <p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that the USA is a country within the continent of North America.</p> <p>I can understand that the West is a region within the USA.</p> <p>I understand that there are states, cities and towns within the West region of the USA.</p> <p>I can make comparisons between my country and the US in terms of the size of the land and the population.</p> <p><b>Physical and Human Processes:</b> I can understand that physical processes are the natural forces that change Earth's physical features, e.g., the water cycle.</p>		
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## Geography Curriculum Map

	<p>I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA.</p> <p>I can understand human processes in my region and Western USA, including settlements and economic activity.</p> <p><b>Cultural Awareness and Diversity:</b></p> <p>I can understand the similarities and differences between my country and other countries and give some examples.</p> <p>I can explain the reasons for these similarities and differences.</p> <p>I can understand that cultural identity may vary from region to region.</p>		
<b>Assessment opportunities</b>	Formative assessment through quick quizzes.	Formative assessment through quick quizzes.	

Year 6	Autumn Term	Spring Term
	<p><b>Geographical Knowledge -UK Depth Study</b></p> <p><b>Key question:</b> What is the economic activity of the UK and how sustainable is it?</p>	<p><b>Fieldwork – Sustainability</b></p> <p><b>Key question:</b> How can our school reduce its plastic waste?</p>
<b>Fundamental Knowledge</b>	<p>Children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each of them impacts the economy of the UK. Using a range of case studies, children will find out how sustainable different economic activities in the UK are and the ramifications they have on the environment.</p> <p><b>Place:</b> Understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.</p>	<p>Children will learn what plastic is and its uses. Children will learn about the problems associated with plastic. Children will investigate ways to reduce plastic waste in school and conduct fieldwork before recording, presenting and evaluating their collected data.</p>

## Geography Curriculum Map

	<p><b>Space:</b> I can identify the location of my region within England. I can use clues to identify my region's key human and physical geographical features and landmarks.</p> <p><b>Scale:</b> I can understand how my region is an area within England. I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p> <p><b>Interdependence:</b> I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. I can understand that what happens in the United Kingdom can have an impact on other places.</p> <p><b>Physical and Human Processes:</b> I can understand human processes in the United Kingdom, including agriculture, transportation, healthcare, waste management, automation, energy generation, water production and the global market. I can explain how economic activity in the United Kingdom has changed over time.</p> <p><b>Environmental Impact:</b> I understand that humans impact the environment in many ways, including burning fossil fuels. I understand that human behaviour can trigger global effects such as climate change. I understand how different industries in the United Kingdom can harm the environment.</p> <p><b>Sustainable Development</b> I can understand that it is important to consider sustainability when approaching economic development. I can suggest ways in which industries in the United Kingdom can become more sustainable for future generations.</p>	
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Geography Curriculum Map

<b>Assessment opportunities:</b>	Formative assessment through quick quizzes.	Formative assessment through quick quizzes.
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