

Our Geography Curriculum



Our Aim

At Parkside we aim to stimulate our children's interest in their surroundings and places around the globe, as well as develop their geographical skills through first-hand experience and geographical enquiry.

Through the study of Geography at Parkside our children will learn:

- About children's lives and futures around the world
- To understand the United Kingdom's geographical position in the world
- To become engaged with the global community
- How our identity is shaped by the geography that is all around us
- About the changes we experience in our community and the wider world
- About the physical and human aspects of the world we live in
- To make sense of their surroundings and the wider world

We currently hold the Primary Geography Silver Quality Mark.

Children from Year 1 to 6 will follow the expectations of the National Curriculum. **Our KS1 and KS2 Geography curriculum covers all the areas.**

In the Early Years Foundation Stage (EYFS), children in Nursery and Reception will follow the expectations of the EYFS Framework. The level of development children should be expected to have attained by the end of the EYFS is defined by early learning goals (ELGs).

Geography learning is covered within the Specific area of **Understanding of the World**. Understanding the World is split into 3 areas: Past and Present, People, Culture and Communities and The Natural World. **Our EYFS Geography curriculum covers these areas.**

Our Geography Curriculum Construction

As a school we have chosen to use the 'Oddizzi' on-line resource provision to form the structure and majority of content for our geography scheme of work. Oddizzi is a well-thought out and meticulously presented collection of lesson plans and resources:

Oddizzi is an online, subscription-based geography resource for primary schools. We're dedicated to providing high-quality primary geography resources. We want to inspire children with a deep and lifelong love of the subject. Just as importantly, we aim to help specialist and non-specialist teachers deliver exceptional lessons.

This provider has many features to benefit the learning of the children and to develop their interest in and enthusiasm for geography. New resources are regularly added which allows us to improve and adapt our provision as desired.

At Parkside we pride ourselves on doing everything 'Parkside Style' and this flexible and non-proscriptive provision has given us the facility to construct a geography curriculum that has:

- full coverage of the National Curriculum.
- the capacity to make solid [not tenuous] links with other curriculum areas.
- a variety of media resources [power point presentations, film clips, live pages, fact files etc.] to enable teachers to make the lessons relevant, interesting and fun for the children.
- the flexibility to include material from other sources as required.
- the facility to incorporate different approaches to lessons and varied methods of recording information to help the children to apply geographical principles to their learning and to encourage the children of Parkside to retain more of what they learn. By building in contextual reference and patterning the children should be able to retrieve what they have learnt.
- additional resources which we feel will be beneficial to the understanding and application of skills of our children.

- additional material which will aid in memory retention and recall such as:
 - knowledge organisers
 - follow me cards
 - complementary [original] reading texts
 - assessment opportunities explicitly linked to the work covered
 - what if ... challenges to extend their mastery of the work covered.
 - challenge questions incorporated into the structure of the scheme.
 - the facility for children to use the website at home.

Further Details:

We have constructed our Geography Curriculum to maximise curriculum coverage.

The geographical skills taught are spiral in nature. The majority of the knowledge component is not spiral but should be integrational and patterned – maximising the links able to be made. For example the vocabulary of geography and the wider structure of the world should be revisited regularly and links made between the work covered in other year groups and key stages.

The United Kingdom is taught in Year 1 and is revisited in Year 5.

The children look at their local area in Year 1 and this is developed in Year 6.

To aid memory retention and retrieval we use KWL grids which activate prior knowledge, ask the children to summarise their learning and to revisit it. We also use Knowledge Organisers which help children to encode and store the knowledge in their memories in an orderly and methodical manner.

Optional homework ideas are offered to the parents / carers every term to link to our geography scheme of work.

N.B. We have requested that Oddizzi construct a scheme of work for the topic 'Food and Farming' as this fits in well to our Year 3 provision. They have made assurances that they will. If, however, this does not transpire we will construct our own unit.

Geography Curriculum Overview

YEAR GROUP	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Nursery	Miraculous Me!: People, Culture and Communities/ Past and Present		Trusty Transport!: The Natural World		Awesome Animals!: The Natural World	
	Myself and My Home/ Different languages/ My culture		Exploring transport in different countries to us		Exploring animals homes across the world- maps	
Reception	All About Me!: People, Culture and Communities/ Past and Present	Festivals and Celebrations: The Natural World	People Who Help Us: People, Culture and Communities	Minibeasts and Growing: The Natural World	We are Explorers!: People, Culture and Communities	By the Sea: The Natural World
	People around us	Special religious and cultural places	Community/ Different roles people can have	Different environments	Exploring maps in detail	Life in this country/Life in other countries
1	Our Local Area		Weather and Seasons		The United Kingdom	
2	Continents and Oceans		Hot and Cold Places		A Contrasting Locality: Mugumareno Village in Zambia	
3	Rivers		A European Region: Italy		Food and Farming	
4	Climate Zones		Rainforests		South- East Brazil and Rio Janeiro	
5	Mountains		North America		The United Kingdom Advanced: Landscapes and Land Use	
6	Volcanoes and Earthquakes [A Longer unit]				Our Local Area and Region Advanced	

Year 6=History in the Spring term

Overview of Skills- Understanding the World- EYFS

EYFS Framework Early Learning Goals: Past and Present	EYFS Framework Early Learning Goals: People, Culture and Communities	EYFS Framework Early Learning Goals: The Natural World
• Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling.	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • 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.	• Explore the natural world around them, making observations and drawing pictures of animals and plants; • 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; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Nursery (3- 4 years)	• I can explore natural materials, indoors and outside. • I can talk about what they see, using a growing vocabulary. • I can begin to understand the need to respect and care for the natural environment and all living things. • I know that I live in a place and can name that I live in a house, flat, etc. • I can name some local area features that I visit- the park, the shops, school (nursery).	
Reception	• I know where I live- Chingford, The Mount, Walthamstow etc. • I know some features of where I live. • I know I get to school each day (walk, bus, car etc.) and can walk about it. • I know that we all live in a country. • I know that there are different countries in the world- I can name some and find them on a map. • I can begin to understand how to travel between different countries. • I know countries that are different to my own (I can name some differences and similarities) • I know people can have different roles in my community. • I can listen carefully to stories about different places. • I know people can have different views, traditions, religions and cultures. • I know some special places that people can go to (a church, Mosque, temple etc.). • I know there are four seasons that we experience this country. • I know some animals and plants around me and can name/draw them. • I know we need to look after the planet/environment including the animals and plants.	

Overview of Geographical Skills – KS1- Year 1 and 2

Geographical enquiry and skills Ask geographical questions [i.e. 'What is it like to live in this place?']. Observe and record [i.e. identify buildings in street and complete a chart]. Express their own views about people, places and environments [i.e. about litter in the school]. Communicate in different ways including through numerical and quantitative skills, maps and pictures. Communicate understanding through writing at length. Use geographical vocabulary [i.e. hill, motorway, near, far, north, south]. Use fieldwork skills [i.e. recording info on a school plan or local area map]. Use globes, maps, plans at a range of scales [i.e. following a route on a map]. Use secondary sources of information [i.e. pictures, photographs, stories, information texts, videos, artefacts]. Make maps and plans [i.e. a pictorial map of a place in a story].	Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map. 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. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
Locational knowledge Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and use basic geographical vocabulary to refer to them. Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
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 observation, to enhance their locational awareness.	Place knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Overview of Geographical Skills – KS2- Year 3 and 4

<u>Geographical enquiry and skills</u> Ask geographical questions [i.e. 'What is it like to live in this place?'] Observe and record [i.e. identify buildings in street and complete a chart] Express their own views about people, places and environments [i.e. about litter in the school] Communicate in different ways including through numerical/quantitative skills, maps and pictures. Communicate understanding through writing at length. Use geographical vocabulary [i.e. hill, motorway, near, far, north, south] Use fieldwork skills [i.e. recording info on a school plan or local area map] Use globes, maps, plans at a range of scales [i.e. following a route on map] Use secondary sources of information [i.e. pictures, photographs, stories, information texts, videos, artefacts] Make maps and plans [i.e. a pictorial map of a place in a story].	<u>Geographical skills and fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, 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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	<u>Human and physical geography</u> Pupils will describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Pupils should extend their knowledge and understanding beyond the local area and include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	<u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a non-European country.

Overview of Geographical Skills – KS2- Year 5 and 6

Geographical enquiry and skills

Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?'].

Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph].

Analyse evidence and draw conclusions [i.e. by comparing population data for two localities] Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality].

Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].

Use geographical vocabulary [i.e. temperature, transport, industry.

Use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera].

Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids].

Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images].

Draw plans and maps at a range of scales [i.e. a sketch map of a locality].

Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data].

Develop decision-making skills [i.e. what measures needed to improve safety in a local street?]

Pupils will be taught to extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied

Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.

Extend to 6 figure grid references with teaching of latitude and longitude in depth.

Expand map skills to include non-UK countries.

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Human and physical geography

Pupils will describe and understand key aspects of:

Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.

Physical geography including volcanoes and earthquakes.

Human geography including trade between UK, Europe and ROW.

Fair/unfair distribution of resources (Fairtrade).

Distribution of natural resources.

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North/South America.

Progression of Relevant Geographical Vocabulary (Linked to Understanding the World- EYFS)

	Nursery	Reception
Place names	Nursery, school, house, home, room, bedroom, building, garden, yard, bus stop, park, country, world	Flat, blocks, apartment, estate, Parkside Primary School, Chingford, London, field, crossing, road names
Geographical terms and processes	live, people, night, day, move, speak, language, transport, travel	map, locate, location, seasons, weather, culture, tradition, community, group, life
Locational terms	place, loud, quiet, busy, calm, noisy	environment, area, same, different, similar, old, new, past, present, left, right

Progression of Relevant Geographical Vocabulary- Year 1

Place names	Geographical terms and processes	Locational terms
Belfast, Ben Nevis, Cardiff, Earth, Edinburgh, England, English Channel, Europe, Ireland, Irish Sea, North Atlantic Ocean, Northern Ireland, River Thames, Scotland, Wales Wellington Avenue Ridgeway Park Waltham Forest Borough City Town Chingford Station Chingford Mount The Mount Parkside Primary School Walthamstow Enfield Stratford The Billet Roundabout	Autumn, building, capital city, castle, city, cloud, country, countryside, freezing, frosty ground island map misty month office rain route season shop snow spring street summer sunshine symbol temperature thunderstorm town village warm wind windy winter The months of the year	across Arctic east inside local north northern outside polar south west Prepositions and direction-finding terms such as, above, around, below, left, right, forward, near, inside, opposite, outside

Progression of Relevant Geographical Vocabulary- Year 2

Place names	Geographical terms and processes	Locational terms
Amazon Rainforest	adapt	Antarctic Circle
Atacama Desert	atlas	Arctic Circle
Australia	cargo	eastern
Brazil	continent	The Equator
Canada	coral reef	hemisphere
China	crop	North Pole
Egypt	desert	South Pole
France	farm	southern
India	field	western
Kenya	flood	
Lusaka	globe	
Madagascar	habitat	
Mexico	hibernate	
Norway	human	
Peru	iceberg	
River Zambezi	market	
Sahara Desert	mining	
South Africa	national park	
Southern Africa	ocean	
Spain	physical	
United States of America	population	
Victoria Falls	rainforest	
Zambia	recycling	
The continents: Antarctica, Africa, Asia,	savanna	
Europe, North America, Oceania and	soil	
South America	waterfall	
The oceans: Arctic, Atlantic, Indian,	wildlife	
Pacific and Southern		

Progression of Relevant Geographical Vocabulary- Year 3

Place names	Geographical terms and processes	Locational terms
Amazon River	architecture	Eastern Hemisphere
The Andes	arid	latitude
Angel Falls	axis	longitude
Antarctic	bay	map index
Arctic	biome	North Pole
Argentina	climate	northeast
Bolivia	climate change	Northern Hemisphere
Brasilia	equatorial	northwest
Cairo (Egypt)	export	southeast
The Caribbean	favela	Southern Hemisphere
Central America	glacier	southwest
Cerro Aconcagua	grassland	time zone
Chile	human feature	Tropic of Cancer
Columbia	ice-field	Tropic of Capricorn
Costa Rica	industry	Western Hemisphere
Denali	landscape	
Dominican Republic	location	
Ecuador	manufacturing	
Falkland Islands (Malvinas)	Mediterranean	
French Guiana	meteorologist	
Great Lakes	mineral	
Greenland	mountain range	
Guatemala	orbit	
Guyana	physical feature	
Jamaica	plantation	
Lake Titicaca	polar	
Mississippi River	recreation	
New York	region	
Niagara Falls	retail	
Nuuk (Greenland)	season	
Paraguay	service industry	
Rio de Janeiro	skyline	
Rocky Mountains	sphere	
Santiago (Chile)	state	
São Paulo	temperature	
Seville (Spain)	tilt	
South Georgia	trade	
St Kitts and Nevis	tropical	
St Lucia	volcano	
Uruguay	weather station	
Venezuela	wilderness	

Progression of Relevant Geographical Vocabulary- Year 4

Place names	Geographical terms and processes	Locational terms
Amazon Basin Amur River Congo Forest Congo River Democratic Republic of the Congo Ethiopia Indonesia Lake Tanganyika Ob-Irtysh River Paraná River River Niger River Nile River Thames South Sudan Sudan Uganda Yangtze River Yellow River Yenisei River	acid rain agriculture biodiversity biome canal canopy channel condensation confluence dam deforestation drainage ecosystem embankment emergent layer environmentalist erosion evaporation fertile flooding flood management flood plain flood prevention forest floor freshwater groundwater humidity hydro-electric power indigenous irrigation meander mouth pollution poverty river bank river basin source transportation tributary understory valley vegetation water cycle	altitude equatorial estuary International Date Line lower course middle course Prime Meridian upper course

Progression of Relevant Geographical Vocabulary- Year 5

Place names	Geographical terms and processes	Locational terms
Athens	aftershock	altitude
Belgium	alpine	epicentre
Ben Nevis	ash cloud	height above sea level
Bucharest	avalanche	map reference
Carstensz Pyramid (Puncak Jaya)	border	plate boundary
Caucasus	cliff face	
Czech Republic (Czechia)	core	
Etna	crater	
Everest	crust	
Eyjafjallajökull (volcano)	currency	
Greece	disaster	
Haiti	dome mountains	
Hawaii	dormant	
Himalayas	eruption	
Iceland	fault line	
Japan	fault-block mountains	
Kilimanjaro	fire mountains (volcanoes)	
Mauna Loa	fold mountains	
Mediterranean Sea	geothermal	
Mount Elbrus	hill	
Mount Snowdon	international	
Mount St Helens	landform	
Nepal	landslide	
The Netherlands	lava	
Pacific Ring of Fire	magma	
Pakistan	mantle	
Pennines	massif	
Popocatepetl	migrant	
Poland	peak	
Portugal	plate	
Romania	refugee	
Rome	retail	
Scafell Pike	Richter Scale	
Scottish Highlands	ridge	
Sicily	scree	
Slieve Donard	service industry	
Somalia	slope	
Soufrière	summit	
Syria	tectonic	
Tanzania	tremor	
Ukraine	tsunami	
Vesuvius	vegetation belt	
Vinson Massif	vent	

Progression of Relevant Geographical Vocabulary- Year 6

Place names	Geographical terms and processes	Locational terms
Birmingham Bristol East of England East Midlands Great Britain Greater London Inverness Leeds Liverpool London Array Manchester North East England North West England Oxford Sheffield South East England South West England West Midlands Yorkshire and the Humber UK – the main cities, counties and regions Landmarks and key features in the region and local area: Old Church Chingford Cemetery Waltham Way Chingford Green Chingford Hatch Epping Forest Peter May Sports Ground Goals Chingford Foundation School Larkwood Leisure Centre Queen Elizabeth Olympic Park, Stratford ArcelorMittal Orbit, Stratford Westfield Shopping Centre, Stratford	administrative centre aerial view built environment coastline congestion consultation developer development economy energy source finance global warming green belt greenhouse gases hydroelectric power key landmark land use national nuclear power planning power station renewable energy solar power suburb sustainable development tidal power warehouse wind farm wind power wind turbine	grid reference offshore onshore 16-point compass terms (e.g. North-North-West, West-North-West, etc.)

Spiritual, Moral, Social and Cultural Development in Geography and Understanding the World

Spiritual development

There are many ways in which geography can contribute towards spiritual development; the study of real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum. As such, there are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others. For example, we can give pupils opportunities to think about the feelings of a child living in a squatter settlement, or the victims of a natural hazard; to reflect on the beauty of a landscape, or the richness of an environment; and to explore their own feelings about the people, places and environments they are learning about.

Moral development

Most geographical issues have a moral dimension. Environmental relationships, in particular, provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? Should open cast mining be allowed in an area of outstanding natural beauty? Discussion, role-play and decision making exercises enable pupils to explore such issues. In doing so they will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.

Social development

Activities in the geography classroom -pair work, group work, role-play, geographical games - foster good social behaviour and self-discipline. However, through fieldwork geography makes a distinctive contribution to social development. Outside of the classroom pupils need a greater degree of self-discipline and a successful trip almost invariably relies on each member of the group making his or her full contribution. Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises introduce pupils to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places; and through geography pupils develop a knowledge and understanding of the concept of sustainable development.

Cultural development

Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there. For example, for younger pupils this could be knowing about different styles of dress while older pupils might explore different attitudes towards the environment. Geography is a natural vehicle for exploring our own multicultural society. For example, the history of settlement can be explored through the distribution of place names while the spatial distribution of ethnic minorities can be analysed and its causes and consequences considered.

Essential Characteristics Endpoint of a Learner in Understanding the World- EYFS

By the end of Reception every child will be able to:

- Talk about what it is like to live in this country.
- Talk about where they live and the key features of the local environment.
- Talk about the key features of the country they live in.
- Talk about what it is like to live in another country.
- Use a simple map to find out information.
- Talk about the key features of different places and different countries.
- Talk about the similarities and differences between people's religions and cultures.
- Compare similarities and differences verbally.

Essential Characteristics Endpoint of a Learner in Geography

The intent of the Geography curriculum at Parkside Primary School is to provide every pupil with:

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.