GEOGRAPHY CURRICULUM OVERVIEW

VISION	**Our vision is that all children will leave primary school with a love of, appreciation for, and the skills to understand our changing, diverse world from a physical and human geographical point of view – using this knowledge to understand global issues and how it affects different groups of people in different ways.**
INTENT	Our intent in geography is that all children will gain an understanding of the natural spaces, places, human aspects and environments that make up our world. We seek to imbibe them with a deep curiosity and sense of wonder both of their local community and wider afield. Geography at Wildmoor Heath follows the National Curriculum giving our learners opportunities to explore their surroundings, communities and wider geographical issues through engaging lessons coupled with exciting opportunities, both theoretical and practical. We recognise the importance of raising children as responsible, curious thinkers who are able to process new information, reflect on it, think critically, and apply knowledge and skills to overcome challenges in our ever-changing world. Understanding both human and physical geography will enable our pupils to have a better understanding of themselves and the wider society they live in as they grow up to be caring, responsible adults who can influence the future of our planet for the better. Wherever possible, we strive to spiral knowledge and skills through subject teaching and across the curriculum. In this way, pupils learn more deeply by revisiting concepts, widening their understanding and having multiple opportunities to apply their skills.
IMPLEMENTATION	We implement our geography curriculum based on the National Curriculum programme of study. Our geography curriculum is mapped, sequenced and layered progressively over the seven- year journey, enabling children to develop lifelong knowledge and skills, which are transferable to other curriculum areas. Children gain a deep understanding of their place in the world through case studies relevant to our learners. They learn to compare and contrast their locality and community with others further afield. Our curriculum is highly motivating and is made memorable through exciting fieldwork and residential trips (e.g. one week in Snowdonia), international studies (e.g. environmental changes and effects to the Amazon rainforest and the mass of the Arctic ice floe), practical map skills (e.g. Ordnance Survey/Digimaps) and motivating case studies, chosen to meet the needs of our learners.
IMPACT	By the end of their primary education at Wildmoor Heath, our learners will have gained a rich body of geographical knowledge and a wide range of transferable skills, which they can apply to other subjects and contexts. We assess on a termly basis in order to build a rounded picture of each child as a geographer, using practical opportunities, quizzes, discussions and presentations. This enables teachers to set appropriate, progressive targets and challenge children in their thinking and learning. We aspire for children to leave Wildmoor Heath being able to debate and discuss geographical issues and to be able to reflect and form their own opinions on matters such as climate change and natural disasters. We measure our impact based on pupils' confidence to ask and explore questions to further their own geographical knowledge and understanding. They will be inquisitive young learners and citizens who choose to understand global environmental issues and seek to make a personal difference in protecting and shaping the world we share.

Learning Sandwich

ENQUIRY			
KNOWLEDGE	**SKILLS & CONCEPTS**	**KEY AREAS**	**BIG IDEAS**
Location Human Geography Physical Geography	Mapwork Fieldwork	Local Area United Kingdom European Geography World Geography	Place Space Sustainability Change
COMMUNICATION			

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Big Ideas

Place 	A place is a space with meaning. Places are specific parts of the earth's surface. Places range in size from home and local area to states, nations, regions and continents. Geography describes places and explains characteristics. Personal experience gives us perceptions and viewpoints, leading to a sense of place. Places are parts of the surface of the earth that are identified and given meaning by people. They can vary in size: a classroom is a place, so is a kitchen, so is a country, a continent and the planet. Places influence the people and animals that live on or in them. The climate, landscapes, habitats, resources and transport infrastructure of a place affect the way people and things live, move and interact. For humans, places can also have a social and human impact on them. Some people have special links to particular places. As well as places influencing people, people also have an impact on place. The ways that we live and the actions and decisions that we take can change places. Geographers like to be able to understand places. They think about what makes places the way they are, and about the ways in which the places or the things in the places are changing. Children at Wildmoor Heath will learn the names of different continents, oceans and locations on the earth but they will also learn names of particular features of the places, or about why a place is particularly important to some of its inhabitants. Children study places starting with the known and local before moving wider in the UK, then a region in Italy, a region in North America and a region in South America..
Space 	Geographic space is the 3D surface of the earth. Geographers look at patterns over the earth's surface (geographic space). Geography recognises that people use space differently and that patterns change over time. Geographers don't think spaces are empty! Places are different to spaces: places can be divided into spaces. For example, a school is a place, with different spaces in it. Each of these spaces has its own purpose. Larger places can also be divided into spaces: towns can be divided into different spaces for housing, shopping, and recreation; Countries are spaces that can be divided into counties, regions or landscapes. Geographers like to investigate the ways in which people use and change the spaces that they live in, and at the way that spaces are linked together. There are 3 different sorts of space investigations that Geographers like to consider: Location (where the space is on the earth); Spatial distribution (the shapes and patterns formed by the way spaces are arranged on the earth); Organisation (how and why things are the way they are in the spaces). Children are going to be looking at details within places, and thinking about why they are different to other spaces. They might find out about other spaces that are similar and find them, or investigate ways in which spaces are connected together. Geographers like to understand the locations, patterns and planning of spaces because it helps them to make sense of the world. At Wildmoor Heath, children learn about where places are located and how they are located in relation to each other. When children learn about specific themes such as volcanoes and earthquakes they also learn where these phenomena occur, gradually building up a greater understanding of place and space.
Sustainability 	Sustainability is about something remaining indefinitely into the future Examples that geography focuses on include ecosystems, resources, communities, ways of life. Geography emphasises the values of sustainability. When things are sustainable, they are able to stay the same over a period of time. Geographers know from their understanding of interconnection and change that keeping things the same around the world often means keeping things safe. Sustainable living means being able to do what we want to in our world without using natural resources up, leaving future generations unable to use them. Our world needs to be managed in a sustainable way to maintain its future. We can work in different ways to maintain sustainability: Locally (we can recycle and reuse materials wherever possible); Nationally (the government can support, promote and fund initiatives like renewable power sources (solar and wind farms) and the development of infrastructure to support electric cars, for example); Internationally (some worldwide charities have promoted international environmental efforts which have made big changes in industries like the fishing industry). Sometimes, there are agreements between world leaders to try to bring down harmful pollutants. Understanding how important our environments are, and knowing ways to protect and enrich them, is a key part of being a geographer. At Wildmoor Heath, children learn about the environment, local and global and how humans impact on this environment. They also learn about how humans seek to manage and improve their environment.
Change 	Awareness of change over time and space is essential in geography. Geographers investigate the physical and human reasons for change. Geography uses understanding of change to predict into the future and plan for the future. The concept of change helps us to see the world as something that doesn't stay the same. Our Earth is always changing. Some of the changes are fast and easy to see and explain (a piece of cliff falling into the sea) others are harder to notice because they take place over a long time. Sometimes the changes are caused by people and sometimes they are caused by natural events like tectonic plate movement or weather. Sometimes they are not as easy to explain as other times. Changes can affect small numbers of people (a snowstorm) or large numbers of people (an earthquake). They can happen quickly, like a volcanic eruption, or slowly, like climate change. Changes like plant conservation can be good; while changes like deforestation can be bad. Geographers like to notice and understand changes and think about why they have happened and what might happen next as a result of the changes. They also like to look for patterns in the way changes happen and think about why those patterns are occurring. At Wildmoor Heath, children learn about the changes of the past and hypothesise about possible changes in the future.

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Long Term Plan

Year	Autumn	Spring	Summer
Reception	What makes me special? How do we celebrate?	Why do we wear different clothes at different times of the year? Can it be recycled?	What can we find in the garden? How have I changed since I was a baby?
YEAR 1	**Local Area** *What's it like where we go to school?* Maps & plans school & grounds	**United Kingdom** *What is so great about the United Kingdom?* UK countries UK capital cities	**Physical Geography** *What is the weather like in the UK and across the world?* UK weather & seasons World hot & cold places
YEAR 2	**Local Area** *Heath and Forest studies* *(Wildmoor Heath/Swinley Forest)* Maps of local area	**World Geography** *What is it like to live in Nairobi, Kenya?* Compare to local area	**Physical Geography** *Continents, seas and oceans* *(focus on the Atlantic Ocean)*
YEAR 3	**Local Area** *Crowthorne (transport links)* Land use (village) Transport links (Where do people work?)	**Physical Geography** *Climate Zones & Biomes* *(focus on polar regions)*	**United Kingdom** *Region of UK (Berkshire and the South)* How are we connected?
YEAR 4	**Physical Geography** *Earthquakes and Volcanoes (focus on Italy)*	**World Geography** *World Mountains (focus on Italy)* A Study of the Alpine Region (Italy) compared to Rome	**Physical Geography** *World Rivers (water cycle)* The New Forest (including River study)
YEAR 5	**Local Area** *Heathland* Land use (wider area) How we protect / manage the environment Contour lines (introduction) 4 figure grid references & 8 compass points	**World Geography** *North America (focus on Florida & New York)* Distribution of natural resources including energy, food, minerals and water	**Human Geography** *Climate Change & Renewable Energy* Wind, solar, tidal power
YEAR 6	**United Kingdom** *Rhos-y-Gwaliau, Snowdonia, Wales* 6 figure grid references Contour lines (consolidation)	**World Geography/Physical Geography** *South America (focus on Amazon Rainforest)* Economic activity including trade links	**Human Geography/Geographical Enquiry** *Future of the world and our local area* How will the old Broadmoor Hospital site be re-developed?

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	Mountains and rivers recap		

Progression Objectives

PHASE	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Enquiry	Who, where and when questions Then… 'Why' and 'how do you know' questions.	Teacher led enquiries, to ask and respond to simple closed questions.	Children encouraged to ask simple geographical questions; Where is it? What's it like?	Begin to ask/initiate geographical questions.	Ask and respond to questions and offer their own ideas.	Begin to suggest questions for investigating	Suggest questions for investigating.
KNOWLEDGE							
Locational Knowledge	To be able to compare and contrast story settings. To be able to describe and draw pictures of the natural world including animals and plants.	Name some places in and around the school Ask relevant questions about my school and the local area.	Understand geographical similarities and differences through studying the village of Crowthorne and Nairobi. Recognise some landmarks of Crowthorne and Nairobi. Compare life in our town to another place. Name key places in our local area (church, shop).. Ask geographical questions about a place. Use appropriate vocabulary to describe what I like or don't like about a place.	Identify the difference between the British Isles, Great Britain and the UK. Name counties in Southern England. Recognise the geographical similarities and differences between places.	Identify geographical similarities and differences through the study of human and physical geography of Southern England and the Alpine region of Italy.	Describe how North America is part of a wider context – region, country, and continent. Recognise the climate of a country based on its location. Explain the lines on a globe and use the terms Longitude and Latitude.	Describe how South America is part of a wider context – region, country, and continent. Recognise the climate of a country based on its location.
Physical Geography	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Identify the main features of hot and cold places. Know the four seasons and the differences between them. Explain how the weather changes according to season. Recognise physical features in the local area. Describe what places are like.	Determine the location of hot and cold areas in relation to the Equator and the Poles. Use vocabulary to describe physical features of a place (island, beach, coast, ocean, mountain, cliff, valley, vegetation).	Locate and describe physical features of a place using geographical vocabulary. Describe and understand climate zones, biomes and vegetation belts.	Describe how volcanoes are created, explaining their features and how they erupt. Describe the physical features of areas in Europe (mountains, rivers, lakes etc.) Describe the parts of a river and how they are formed. Describe and understand key aspects of the water cycle.		Describe the main features of a rainforest. Recap mountains and rivers.

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	Make observations of animals and plants and explain why things occur and talk about changes	Use vocabulary to describe physical features of a place (hill, soil, river, lake, heath, forest). Identify seasonal and daily weather patterns in the UK. To identify the location of hot and cold areas of the world using my knowledge of the equator and North and South Poles. To observe the local weather and use a symbol to describe it.			Compare the physical geography of Crowthorne with the Alpine region of Italy.		
Human Geography	Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.	Recognise human features in the local area. Explain why people wear different clothes at different parts of the year. Explain the different jobs people might do according to the weather of their countries. Use geographical vocabulary to describe	Understand and use geographical vocabulary to explain the human features of a place (village, farm, port, harbour, shop) Compare the lives of people between the UK and a non-European country and explain the reasons using my geographical knowledge.	Explain what human features/geography of a place means. Explain the human features of an area I study. Explain why people live in cities/villages. Understand how human activity is affected by climate and the physical geography of a place.	Describe and understand how natural disasters (volcanoes and earthquakes) affect the lives of people. Explain what natural resources are and how they affect the life around them. Understand and explain why rivers are important.	Describe and understand economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. Explain the effect of climate on a region and on people's lives. Explain how humans can act to sustain their environment.	Understand how humans are connected to different parts of the country and world. Explain why rainforests are important. Explain the effect of humans on rainforests. Suggest ways to improve places I study. Explain how humans affect/alter their environments over time.
SKILLS & CONCEPTS							
Mapwork & Fieldwork	DM Draw information from a simple map	Use atlases and globes to identify the UK and its countries. Make a simple map of a small, familiar area (school grounds). Look at photos, videos and maps to recognise the physical features of an area (school grounds and immediate vicinity).	Use atlases, globes and maps to identify counties, continents and oceans. Describe personal observations from visits to local landmarks.i.e healthland near school. Devise a simple map of an area I study and make a key with symbols. (Wildmoor Heath).	Use maps (digital and others), atlases and globes to identify locations (countries and cities). Find the same place on a globe and an atlas. Use photographs, diagrams or maps to recognise some human and physical features of a place.	Use maps (digital and others), atlases and globes to identify locations in Europe and Italy Make a field sketch or during my fieldwork. Use 4 figure grid references. Draw accurate maps with keys using symbols to represent different physical features.	Use 4 figure grid references confidently. Locate a place on a map using longitude and latitude. Use maps and atlases in different scales to identify features of a place. Use globes and digital/computer mapping to locate countries and describe features studied.	Confidently use eight points of a compass; know the function of contour lines and use of map scales. Use 6 figure grid references Create a map to show an area studied (using a detailed key and symbols for physical features).

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		Use observational skills to study the geography of my school and its surrounding area. Begin to use four points of a compass, follow directional instructions from adults e.g NSEW, left, right, straight on.	Explain the physical features of an area I visit using appropriate vocabulary i.e heath land, bog, woodland, footpath, boardwalk). Use and give instructions using four points of a compass, following directional instructions e.g NSEW, left, right, straight on.	Draw a simple map using a key and symbols. Carry out field work in Crowthorne village. Use simple grid references on a map. Begin to use eight points of a compass.	Carry out field work in the New Forest, focusing on rivers. Use eight points of a compass. Use satellite images and aerial photographs of different places.	Create own maps using primary and secondary sources of evidence.	Interpret data and construct charts/graphs as a result of an enquiry.

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Assessment

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills	Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds. Make their own maps and plans. Describe locations of features and routes within the school grounds.	Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. Use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment. Use directional language and understand its meaning.	Analyse evidence, draw conclusions and make comparisons between locations using aerial photos/pictures etc. Use the 8 points of a compass. Make plans and maps using symbols and keys. Use fieldwork instruments e.g. camera, rain gauge. Use a wide range of geographical terms and basic geographical vocabulary with some specific terms e.g. climate zones, biomes..	Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features. Draw accurate maps with more complex keys. Plan the steps and strategies for a geographical enquiry. Use a widening range of geographical terms e.g. erosion, deposition, transportation, headland, volcanoes, earthquakes, vegetation belts, rivers, mountains, and the water cycle.	Use different types of fieldwork to observe, measure and record the human and physical features in the local area. Use four grid references, symbols and keys. Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land. Use a widening range of geographical terms e.g. urban, rural, land, use, sustainability,, trade links.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use six figure grid references, symbols and keys. Use maps, charts etc. to support decision making about the location of places. Use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs.
Place 	**School Grounds:** *Locate our school on a local map.* **United Kingdom:** *Locate UK countries and capital cities on a UK map.* **Hot & Cold Places**: *Locate hot and cold areas on a world map.*	**Heath:** *Locate the heath on a local map.* **Nairobi, Kenya:** *Locate Kenya on a world map and compare with the local area.* **Continents, Seas & Oceans:** *Locate the world's oceans and continents on a world map.*	**Crowthorne:** *Locate Crowthorne transport links and key buildings on local maps.* **Biomes/Polar Regions:** *Locate different biomes on a world map.* **South England:** *Locate Reading, Berkshire and other counties in Southern England on a suitable scale map.*	**Mountains/Region of Italy:** *Locate major mountain ranges on a world map. Locate and compare Rome to the mountain region in Italy.* **Earthquakes & Volcanoes:** *Locate volcanoes and earthquake areas on a world map.* **Rivers/The New Forest:** *Locate the New Forest on a map and compare with other areas studied.*	**Heathland:** Locate areas of heathland in the UK. **North America/Florida:** *Locate and compare Florida and New York on a suitable scale map.*	**Rhos y Gwaliau/Snowdonia:** *Locate RyG/Snowdonia on a UK map and compare with our local area.* **South America/The Amazon:** *Locate main rainforests on a world map and compare the Amazon to other biomes studied.*
Space 	**School Grounds:** *What are the human and physical features of our school?* **United Kingdom:** *How does living in coastal areas compare to main cities of the UK?* **Hot & Cold Places:** *What is the weather like in different regions of the world?*	**Heath:** *What are the human and physical features of the heath?* **Nairobi, Kenya:** What are the human and physical features of a city (Nairobi)? **Continents, Seas & Oceans:** *What are the human and physical features of an ocean?*	**Crowthorne:** **South England:** *How do natural and human resources impact what people choose to do in the local area? How are people connected in Crowthorne and the South of England to the rest of the country and to Europe/the World?* **Biomes/Polar Regions:**	**Mountains/Region of Italy:** **Earthquakes & Volcanoes:** **Rivers/The New Forest:** *How do natural and human resources impact on where people choose to settle? Why choose to live near a mountain/river/volcano/forest?*	**Heathland:** *Why is heathland protected by law?* **North America/Florida:** *Who chooses to live in Florida and how does it compare with the people living in New York?* **Climate Change & Renewable Energy:**	**South America/Amazon Rainforest:** *How does the location and climate of Brazil formed rainforests? What natural resources can be sourced there?* **Broadmoor/Future:** How could the Broadmoor hospital site be re-developed to meet the needs of the local

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	Why are the equator and poles important?		*What is the significance of the polar regions and how have they changed over the last 100 years?*		*How does global warming impact on the areas of fertile land and how does it contribute to global desertification?.*	residents?
Sustainability 	**School Grounds:** *What impact do we have on the school grounds and how could it be improved?*	**Heath:** What impact do we have on the Heath and how could it be improved? **Continents, Seas & Oceans:** *How can people take care of the world's oceans?*	**Crowthornr:** What impact do we have on Crowthorne and how could it be improved? **Biomes/Polar Regions:** *What impact do we have on the polar regions and how could it be improved?*	**Mountains/Region in Italy:** *How has the tourism industry impacted the Alpine region of Italy?* **Rivers/The New Forest:** *How has the tourism industry impacted on the New Forest and how could it be improved? What is the impact of pollution in our rivers and how could that be improved?*	**Heathland:** *What is the impact of humans on heathland across the country and how can this be maintained?* **Climate Change & Renewable Energy:** *What is the impact of global warming on fertile land and how can this be maintained?*	**Rhos-y-Gwaliau/Snowdonia:** *How does the tourism industry affect Snowdonia and is this sustainable?* **South America/Amazon Rainforests:** *What is the impact on humans taking natural resources from the rainforest and how can this be made more sustainable?* **Broadmoor/Future:** *How will the re-development of the Broadmoor site affect the local area and how can this be made more sustainable?*
Change 	**School Grounds:** *How has the school changed based on photos from the past?* **United Kingdom:** *How has the United Kingdom changed in the last 50 years?*	**Heath:** *How has the Heath changed over time and what will happen in the future?* **Continents, Seas & Oceans:** *How can we prevent plastic reaching our oceans?*	**Crowthorne:** *How does pollution affect our local area? How will the area change if more houses/shops are built?* **Biomes/Polar Regions:** *What is the future for polar regions?*	**Mountains/Region in Italy:** **Rivers/The New Forest:** *How has land use changed over time? What will these areas be like in the future?* **Earthquakes & Volcanoes:** *How will land use change in the future?*	**Heathland:** *How will heathland use change in the future?* **Climate Change & Renewable Energy:** *What will the world be like in the future? How will renewable energy change the world in the future?*	**South America/Amazon Rainforest:** *How will the land use of rainforests change in the future? How will this affect the rest of the world?* **Broadmoor/Future:** *What will the changes be to the old Broadmoor Hospital site and how will we use the space differently?*