 **Geography Curriculum**

At Church Lane, we have designed our curriculum in a progressive way from Nursery through to Year 6. Based on the Government’s curriculum it has been adapted and takes in to account the aims and schemes of work set out within that document alongside the needs of our own children to ensure that we deliver a tailored curriculum that supports our children to achieve the best they can.

The curriculum aims are:

* To provide a balance between core knowledge (facts, location names, vocabulary) and a sense of place (senses, emotions, values, opinions).
* To give every child the opportunity to experience a variety of geographical activities first-hand and appreciate our beautiful planet!
* To develop each child’s sense of enquiry.

Our curriculum is laid out in the following way:

1. Geography knowledge is split in to five main areas: Locations, Places, Natural Features, Human Features *(these features are placed under the broader heading of our Evolving World)* and Our World. This knowledge is accompanied by the development of geographical skills and questions that the children build within each area.

These main areas are set out progressively throughout the school to ensure that the children’s knowledge is chronological and builds on what they already know (This information is in the **Progression document**).

2. Each year group has a set area of Geography per half term – this is shared with the children in a child friendly question, which encourages our children to engage with being geographers whilst introducing them to high quality vocabulary. (This information is in the **Yearly map**)

3. Each question is then explored by the children through a number of lessons, which assist the children in gaining and building the knowledge and experience they need to achieve. (The in depth knowledge we will be teaching is contained in **unit plans** - these further breakdowns include the knowledge taught in the unit and field work skills for ‘working geographically’ to ensure that our children gain both the knowledge and experience of being geographers.

**Progression document – overview.**

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| Area/Year | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Locations | Where is Sleaford foodbank? | Where did I go over the summer?  Where are the local farms around Sleaford?  Where is London? | What are the continents and oceans of the world? | What is the United Kingdom? | How is the United Kingdom split up? | What is it like in Europe? | What is it like in America? | What can we find out about the rest of the world? (evolving world) |
| Places |  | Is Sleaford as cold as other places in the world? | What is Sleaford like? | Is everywhere in the world like Sleaford? (comparison) | Is everywhere in England like Sleaford? | What is it like in Southern Italy? | What is it like in Mexico? | What is it like in Panama? Central,  South America |
| Natural Features **(Evolving World)** | What is a tractor used for and who uses them? |  | What is it like in the countryside? | What is it like at the beach? | What is a climate zone? | What are mountains (UK), volcanoes and earthquakes (Europe)? | How does water travel around our world? (Rivers and the water cycle) | What are biomes? |
| Human Features **(Evolving World)** |  |  | What have humans built in Sleaford? | What have humans built in Lincolnshire? | What types of places do humans live in? | How is food shared around the world? | How does money travel around the world? | How do we get and use natural resources? |
| Our world |  |  | Where is it hot and cold in the world? | Are the seasons the same everywhere? | How is the world split up? | Why do we need longitude and latitude? | Is it the same time everywhere? | Why are the seasons different in Australia and England? |

**Progression document - Knowledge**

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| Area/Year | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Locations | The Natural World  Where is Sleaford foodbank?  Discover why foodbanks are important to our community. | The Natural World  Where did I go over the summer?  Learn how to find where we live on a map.  Where are the local farms around Sleaford?  Compare Sleaford area with a contrasting environment e.g. Farming in Africa  Where is London?  Learn about some of the famous landmarks in London.  Where do I live?  Use Google Earth to navigate around different streets. | What are the continents and oceans of the world?  Name and locate the worlds continents and oceans. Describe them. | What is the United Kingdom?  Name and locate the countries, their capitals and surrounding seas for the UK. Describe some of their features. | How is the United Kingdom split up?  Name and locate the counties, principal areas and council areas of the UK. Explore and discuss the reasons why it is organised in this way. | What is it like in Europe?  Identify the countries of Europe and how borders are formed. Understand the main climates and landscapes. | What is it like in America?  Locate countries and major cities in North and South America. Discuss and identify key natural features. | What can we find out about the rest of the world? (Evolving world)  Locate and identify countries and continents of the world, including China, Russia and Afghanistan. Describe and discuss the human and natural features and the significance of economic power. |
| Places | What can I see and hear in Sleaford?  Find and recognise local places in Sleaford and landmarks-  compare similarities and differences | Is Sleaford as cold as other places in the world?  Locate Antarctica and Arctic on a 2D map and on a 3D globe.  Compare similarities and differences. | What is Sleaford like?  What can we find out about the local place we live, the key human and natural features, what people do here and know our own address. | Is everywhere in the world like Sleaford? (comparison)  Describe Sleaford, Lincolnshire and its human and natural features and contrast these with to Zambia and a rural village. | Is everywhere in England like Sleaford?  Explore Sleaford, Lincolnshire and other towns and cities in England. Compare and contrast these. | What is it like in Southern Italy?  Identify countries of Europe. Describe key natural features of Southern Italy (mountains, volcanoes and coast line) | What is it like in Mexico?  Describe the landscape of Mexico and the dominant features  (volcanic, desert, jungle). | What is it like in Panama? Central,  South America  Describe the cities and landscape of Panama  (including dominant volcanic features, forests, mountains, coastlines). |
| Natural Features **(Evolving World)** | What is a tractor used for and who uses them?  Meet a Farmer and begin to ask questions about his/her role. | **The Natural World** | What is it like in the countryside?  Explore town and country and identify and describe key features. | What is it like at the beach?  Locate the seaside and compare inland and coastal natural features. | What is a climate zone?  Locate climate zones and contrast and describe the differences between the Northern and Southern Hemisphere. | What are mountains (UK), volcanoes and earthquakes (Europe)?  Define the key features, climate and structure of mountains, volcanoes and earthquakes. | How does water travel around our world? (Rivers and the water cycle)  Explore and describe the water cycle. Describe where rivers start and how they are shaped. Consider the impact of pollution. | What are biomes?  Describe the features of biomes by studying a variety biomes, each with their own unique set of characteristics (climate, vegetation and animals). Consider what it is like to live in different biomes in different zones in the world. |
| Human Features **(Evolving World)** |  |  | What have humans built in Sleaford?  Study maps and different cities to identify human features. Describe them and some of the similarities and differences. | What have humans built in Lincolnshire?  Understand the term human features (and natural/ physical features).  Describe some of the significant human (and natural/(physical) features found  in Lincolnshire. | What types of places do humans live in?  Understand what a settlement is and how they differ. | How is food shared around the world?  Understand the country of origin of food and the global distribution of it.  Describe  the key economic relationships of the world and consider fair trade. | How does money travel around the world?  Explore and identify example trade routes. Understand the significance of land use and economic activity around the world. | How do we get and use natural resources?  Describe what natural resources are and how they are used. Explore the pros and cons of using natural resources to produce energy Consider the significance of scarcity and pollutants |
| Our world |  |  | Where is it hot and cold in the world?  Explore and discuss weather and climate. Understand where hot and cold places are in the world. Compare weather and position. | Are the seasons the same everywhere?  Explore weather change during each season in the UK. Find out about the weather in different areas of the world in the same month. Discuss the significance of their location. | How is the world split up?  Explore and locate the hemispheres on a world map.  Identify and locate lines of latitude and longitude and time zones in the world. | Why do we need longitude and latitude?  Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and Arctic and Antarctic Circle Explain climate zones around the world using longitude and latitude. | Is it the same time everywhere?  Identify and understand time zones around the world. Recognise the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). | Why are the seasons different in Australia and England?  *Understand and describe the four seasons.*  *Know how the earth rotates as it orbits the sun.*  *Know the significance of time zones.* |

**Procedural knowledge:**

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| Mapwork |  | **Begin to use hand drawn maps, globes to explore our location.**  **Locate England on the map/globe and other countries that we are learning about or from the books we have read**  **Understand what a map is**  **Use a simple map to travel from A to B**  **Begin to draw own maps inspired by stories e.g. Treasure maps, maps to show a journey** | **Use globes, hand drawn maps and continent level maps to explore.**  **Follow a trail on a hand drawn map with basic physical and human features**  **Add landmarks to a pre drawn map**  **Use directional vocabulary (near, far, up, down, left, right, forwards, backwards) and explore working compasses.** | **Use globes, hand drawn maps and country level maps to explore**  **Follow a trail on a hand drawn map with landmarks and basic human and physical features**  **Add landmarks, symbols and keys to a pre drawn map using aerial photos.**  **Use simple compass directions (North, South, East, West)** | **Use globes, hand drawn maps and county level maps to explore.**  **Mark out a route on a pre drawn map with landmarks and physical and human features**  **Use 4 figure compasses and letter/number co-ordinates to identify features on a map.** | **Use globes, atlases, digital and computer maps with support.**  **Create hand drawn maps with landmarks and physical and human features**  **Begin to use 8-point compasses and four figure grid references.** | **Use globes, atlases, digital and computer maps independently.**  **Create hand drawn maps with symbols.**  **Use 8 figure compass and begin to use 6 figure grid references.** | **Use globes, atlases, digital and computer maps and OS maps.**  **Create hand drawn maps with keys and symbols.**  **Use 8 figure compass and 6 figure grid references.** |
| Fieldwork | **Use our current knowledge and our senses and be exposed to geographical questions. What do we want to know?**  **What do we see?** | **Use our current knowledge and our senses to begin to consider geographical questions. What do we want to know? What do we notice?** | **Observe and explore the local physical and human features** | **Observe, explore and measure the local physical and human features** | **Observe, explore, measure and record the local physical and human features** | **Observe, explore, measure and record the local physical and human features. Use this to create sketch maps** | **Observe, explore, measure and record the local physical and human features. Use this to create plans and graphs of local physical and human features** | **Observe, explore, measure and record the local physical and human features. Use this to create digital graphs and plans** |
| Analysis |  | **Discuss geographical features using stories, basic maps.** | **Explore atlases and find basic information in them with support**  **Discuss physical and human geographical features** | **Use atlases and find basic information in them independently**  **Compare places looking at physical and human geographical features** | **Use atlases and find information about physical geography**  **Begin to explore how position on the globe and within countries affects physical and human features** | **Use atlases and find information about physical and human geography**  **Explore the formation of physical features and how humans ‘trade’** | **Use atlases and ICT to find information about physical and human geography**  **Explore the links between physical features and human trade** | **Use atlases and ICT to find information about physical and human geography independently**  **Explore the links between physical features and human trade** |

**Yearly map**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Year 1 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Places | Human feature | Natural features | Locations | Locations | Our World |
| question | [What is Sleaford like?](#_Places:_What_is)  [What can I observe in Sleaford?](#_Places:_What_is) | What have humans built in Sleaford?  What are human features? Where do we usually find them? | What is it like in the countryside?  What are natural (physical) features? Where do we usually find them? | What are the continents and oceans of the world? | What are the continents and oceans of the world? | Where is it hot and cold in the world? |

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|  | Year 2 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Locations | Human features (Evolving world) | Natural features (Evolving world) | Places | Places | Our world |
| question | What is the United Kingdom? | What have humans built in Lincolnshire? | What is it like at the beach? | Is everywhere in the world like Sleaford? (comparison with a small area in a non-European country) | Is everywhere in the world like Sleaford? (comparison with a small area in a non-European country) | Are the seasons the same everywhere? |

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|  | Year 3 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Locations | Human features (Evolving world) | Places | | Natural features (Evolving world) | Our world |
| question | How is the United Kingdom split up? | What types of places do humans live in? | Is everywhere in England like Sleaford? | | What is a climate zone? | How is the world split up? |

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|  | Year 4 | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|  | Human features (Evolving world) | Natural features (Evolving world) | Locations | Our World | Places | Natural features (Evolving world) |
| question | How is food shared around the world? | What are mountains, volcanoes and earthquakes? | What is it like in Europe? | Why do we need longitude and latitude? | What is it like in Southern Italy? | What are mountains, volcanoes and earthquakes? |

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|  | Year 5 | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|  | Locations | Our World | Natural features (Evolving world) | Natural features (Evolving world) | Places | | Human features (Evolving world) |
| question | What is it like in America? | Is it the same time everywhere? | How does water travel around our world? (Rivers and the water cycle) | How does water travel around our world? (Rivers and the water cycle) | What is it like in Mexico? | | How does money travel around the world? |

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|  | Year 6 | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | Summer 1 | Summer 2 |
|  | Locations | Our World | | Natural features (Evolving world) | Natural features (Evolving world) | Places | Human features (Evolving world) |
| question | What can we find out about the rest of the world? (Evolving world) | Why are the seasons different in Australia and England? | | What are biomes? | What are biomes? | What is it like in Panama? | How do we get and use natural resources? |