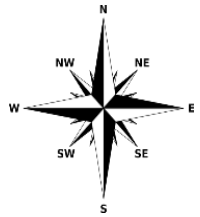

GEOGRAPHY

Intent

Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Implementation

Through embedding the vocabulary, knowledge and skills-based facets of geography into an understanding of their local, national and global environment.

Impact

For our pupils to:

- Be aware of the world around them
- Become more aware of their and others' impact on geographical issues and ways that they are being addressed
- Be able to apply learnt skills in real-life situations
- Develop pupils' geographical vocabulary

'Geography underpins a lifelong "conversation" about the earth as the home of humankind'.
Geography Association

Chellaston Fields
SPENCER ACADEMY

Geography Curriculum

Each child studies 3 units of Geography in each phase (EYFS, KS1, LKS2, UKS2).

- EYFS – Local area - My home; Chellaston; Derby
- Year 1 – The UK; Seaside, Hot and Cold places
- Year 2 – Continents
- Year 3 – Rainforest; Rivers
- Year 4 – Mountains, Volcanoes and Earthquakes
- Year 5 – Deserts; Derbyshire
- Year 6 – Effects of pollution and global warming

Children's geographical learning starts with the familiar and slowly builds outwards, from Derby, to the UK, to Europe, South America, Asia and Africa. Their understanding of how their local area fits into the wider world is therefore gradually accrued. Understanding of physical geography also starts with the familiar: from the seaside in Year 1, to mountains and volcanoes in Year 4 and deserts in Year 5. More in-depth studies allow children to develop their understanding of the interactions between physical and human geography, with units on the Brazilian Rainforest in Year 3 and on environmental matters in Year 6.

Progression within the curriculum is clear: it starts with what is familiar to children and extends outwards. Progression in fieldwork skills is built across units, with the UK units in Years 1 and Year 5 offering rich opportunities for mapping, technical drawing and exploring their environment in a concrete physical way. Other units offer scope for children to use digital resources, globes, atlases and Geographical Information Systems to explore regions. Key technical and tier 2 vocabulary is mapped onto each unit, allowing children to build a rich bank of geographical language.

Each unit is supported by a Knowledge Organiser which details the key facts, vocabulary and skills for each unit. This is sent home in advance of the unit, allowing children to make a head start on their learning.

Links are built with other subjects, predominantly but not exclusively with writing, history, art, music and science.

Geographical Knowledge Progression

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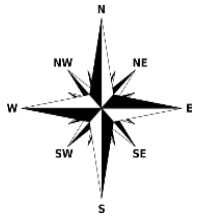
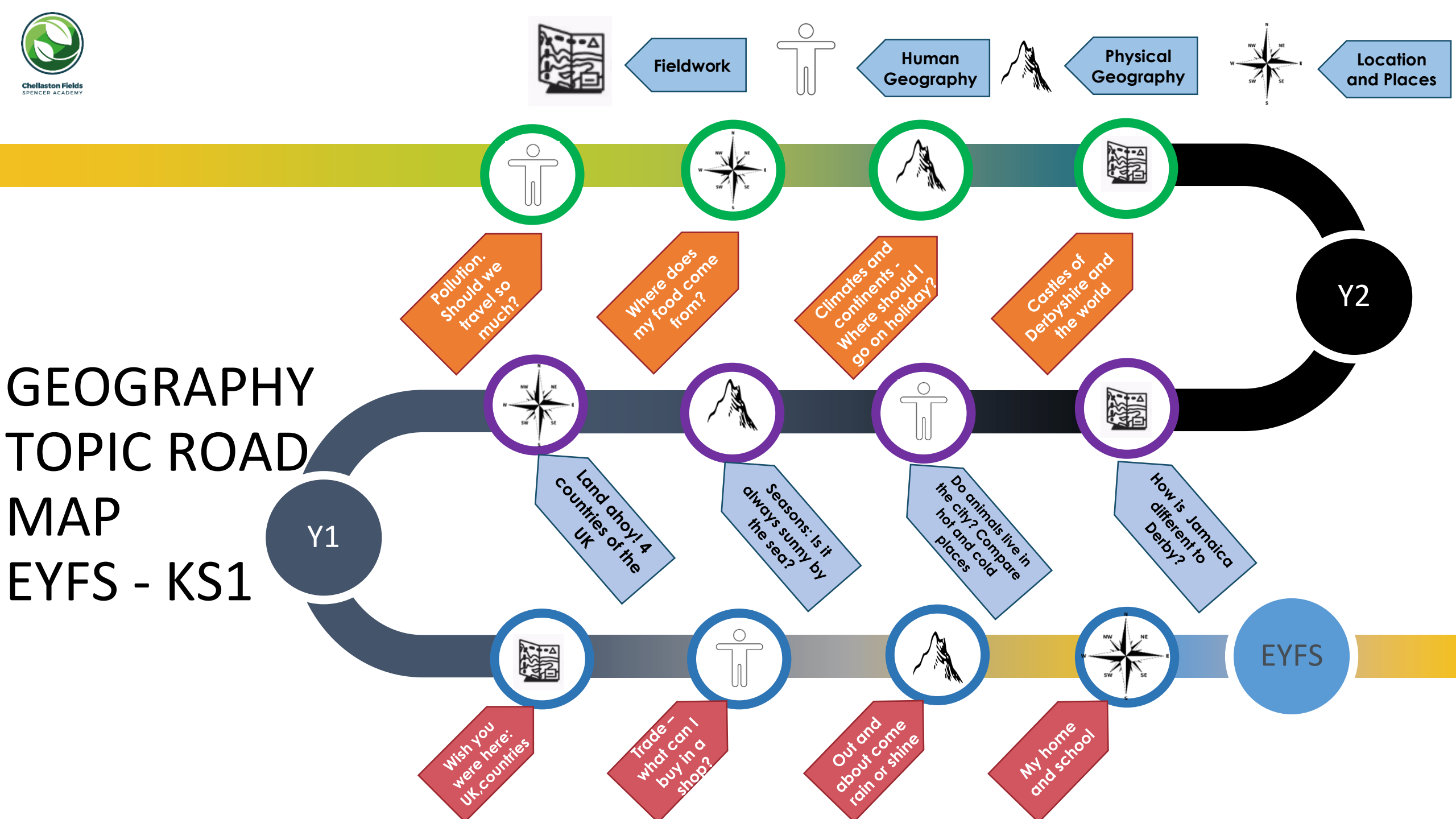
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
 **Location and Places**	Know their address. Know about similarities and differences in relation to places. Talk about own immediate environment and local area of Chellaston & Derby.	Know the capital cities and the 4 countries of the UK.	Compare key features of different climate zones. Which climate zone makes the best holiday destination and why? Compare two different European countries.	Understand geographical features of the rain forests of South America. How do we know the rainforests of Borneo are being depleted?	Locations of volcanoes and earthquakes. Why are there so many volcanoes in the ring of fire?	Is it always hot in the desert? Similarities and differences in deserts around the world.	Which city is in greater danger of flooding, Derby or Manaus?
 **Physical Geography**	Out and about Identify different types of weather. Understanding variation in climates through travel based role play.	Is the weather always the same? Name the 4 seasons Explore and identify seasonal changes.	Are castles always on a hill? Physical features of where castles are built around the world.	Why does a river never run out? Describe and understand key aspects of rivers and the water cycle. Identify rivers that run through British cities	What causes volcanoes and earthquakes. Locate the worlds longest rivers.	Why may there be similarities between countries with the same longitude or latitude? Key features of Derbyshire	What would be the effect of the seas and oceans rising by 20m?
 **Human Geography**	Understanding the role of trade through shop based role play	Why do animals live in the city? Identify animals in the UK. Compare animals in hot and cold places.	Should we travel so much? The effects of travel on the environment.	What is the most important impact of deforestation and why?	Is living near a volcano worth the risk? Why are so many cities built alongside rivers?	Could more be done to combat pollution in big cities?	Is gentrification of East London from the building of the Olympic Park been a positive or negative for local residents? What is renewable energy?
 **Fieldwork**	Observe the weather, recognise weather symbols.	How can globes, atlases and aerial photos be used to identify countries and their features?	How can globes and atlases help us identify the 7 continents? How can a compass help us find our way?	How can graphs be used to demonstrate the changes to the physical geography of the world's rainforests?	What else can maps and globes tell us? Identify lines of latitude, longitude and equator.	Using Google Earth to find key features Use of bar graphs to find out pollution and rain levels. Traffic survey in local area.	How can maps and digital mapping programmes be used to track major trade routes between the UK and its trade partners?

GEOGRAPHY TOPIC ROAD MAP EYFS - KS1



GEOGRAPHY TOPIC ROAD MAP KS2

Chellaston Fields SPENCER ACADEMY

Fieldwork

Human Geography

Physical Geography

Location and Places

Y6

- The future? Digital mapping
- The impact of the Olympic Park
- Rising seas
- Derby to Manaus

Y5

- What can we do about pollution?
- We love Derbyshire
- Deserts
- Around the world with Google Earth

Y4

- Spews and shakes
- What can globes and maps tell us?
- Seasons of Splendour
- Longest rivers in the world

Y3

- How do we know the rainforests are depleted?
- What is the impact of deforestation?
- Roaming through the rainforest
- Raging Rivers

Chellaston Fields SPENCER ACADEMY

Countries coverage

Reception Knowledge

- UK Countries
- Different types of weather and their symbols
- Know address

Reception Statements

Understand and make maps of an area

Study the geography of the school

Observe weather

Know different types of weather

Identify different types of shops

Study the shops in the local area

Year 1 Knowledge

- Know own address including postcode
- Know that Chellaston is near Derby & Derby is a city in the United Kingdom
- Locate UK countries, know the flags and capital cities
- Know types of weather: freezing, cold, warm, hot, sunny, cloudy, rain, hail, snow, lightening, thunder, wind, rainbow, fog
- Animals and habitats in the UK: deer, squirrel, robin, fox, mouse, badger, owl, dragonfly , forest, woodland, town, city, village, coast
- Can identify where the equator is and point to it on a globe
- Know where the North and South Poles are and point to them on a globe
- Know which animals live close to the equator, North Pole and South Pole

Year 1 Statements

Recognise different land and water masses

Identify different land masses of the UK

Locational terminology

Correctly use the terminology left, right, down, below, next to

Compass points north, south, east, west

Understand and make maps using pictures

Recognise animals of the UK & the habitats they might be found in

Find features on map *city, town and village*

Recognise the main differences between. Can find Derby on a map of the UK

Seasonal changes

Understand which is the hottest and coldest season in the UK

Case study

Understand the similarities and differences between different habitats

Year 2 Knowledge

- Continents – name and locate the 7 continents
- Oceans
- Climate zones: equator, southern and northern hemisphere
- Months of the year and seasons
- Pollution, carbon footprint, environment

Year 2 Statements

Hemispheres and equator

Identify where the equator, southern and northern hemispheres.

Use of 4 point compass direction

Label north, west, south, east on a compass

Identify key features using maps and aerial photographs

Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach

Observe key features

Record geographical features and weather

Case study

Identify some food that has not been grown or produced in the UK

Year 3 Knowledge

- European countries
- Flags of Europe
- Big cities of Britain: Birmingham, London, Manchester, Liverpool, Leeds, Leicester, Bristol, Sheffield, Brighton
- Major rivers in Britain: Thames, Severn, Avon, Trent
- Location of Brazil and South America
- Features of a rainforest

Year 3 Statements

Understand and create maps of an area

Study maps to identify location of big cities, European countries and South America.

Find features on a map

Recognise landmarks and features on a map in Europe.

Recognise the differences between land and water on a map

Locate the main rivers in UK on a map. Explain the water cycle

Field Skills

Know how to plan a journey using a road map.

Recognise characteristics

Identify flags of Europe

Human and physical geography

Label features of the rainforest and know what deforestation is.

Know the key differences between South America and UK

Year 4 Knowledge

- Climate of areas near the equator, Northern and Southern Hemisphere
- 5 of the longest Rivers in the world – Nile, Amazon, Mississippi, Indus, Congo
- Causes of an earthquake
- What a mountain is
- Features of a volcano
- Highest mountains in UK and the world: Everest, Snowdon, Ben Nevis, K2

Year 4 Statements

Understand natural phenomenon

Describe what causes an earthquake

Understand natural phenomenon, key physical features

Label the different parts of a volcano

Identify features on a map

Locate a number of the world's longest rivers on a map

Human and physical geography

Identify reasons why most cities are by a river

Key physical landmarks and features

Identify world's highest mountains on a map

Geographical skills and field work

Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian

Year 5 Knowledge

- Oceans
- European countries by sight
- Continents
- Deserts – Sahara, Antarctic, Gobi, Pinnacles
- Where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map
- What is meant by the term ‘tropics’
- 8 points of a compass
- Ordinance survey symbols

Year 5 Statements

Find features using Google Earth

Know different land masses around the world: countries and continents

Find features on a map

Recognise features and landmarks of non-European countries

Fieldwork – interpret data

Use graphs to identify rainfall and levels of pollution. Carry out traffic survey in local area

Find features on a map

Identify the locations of some of the worlds deserts

Case Study

Recognise similarities and differences between deserts.

Find features on a globe

Identify longitude and latitude lines

Year 6 Knowledge

- Time zones
- Ordnance survey symbols
- Industrial areas
- Ports and trade routes
- Import and export
- Energy sources – renewable and non-renewable

Year 6 Statements

Changes in land use

Describe impact of the Olympic Park, London on local residents

Distribution of natural resources

Describe key trade in a non-European country

Locational knowledge

Identify time zones and work out times in different countries

Understand key aspects of human geography

Describe a trade route for key imports and exports

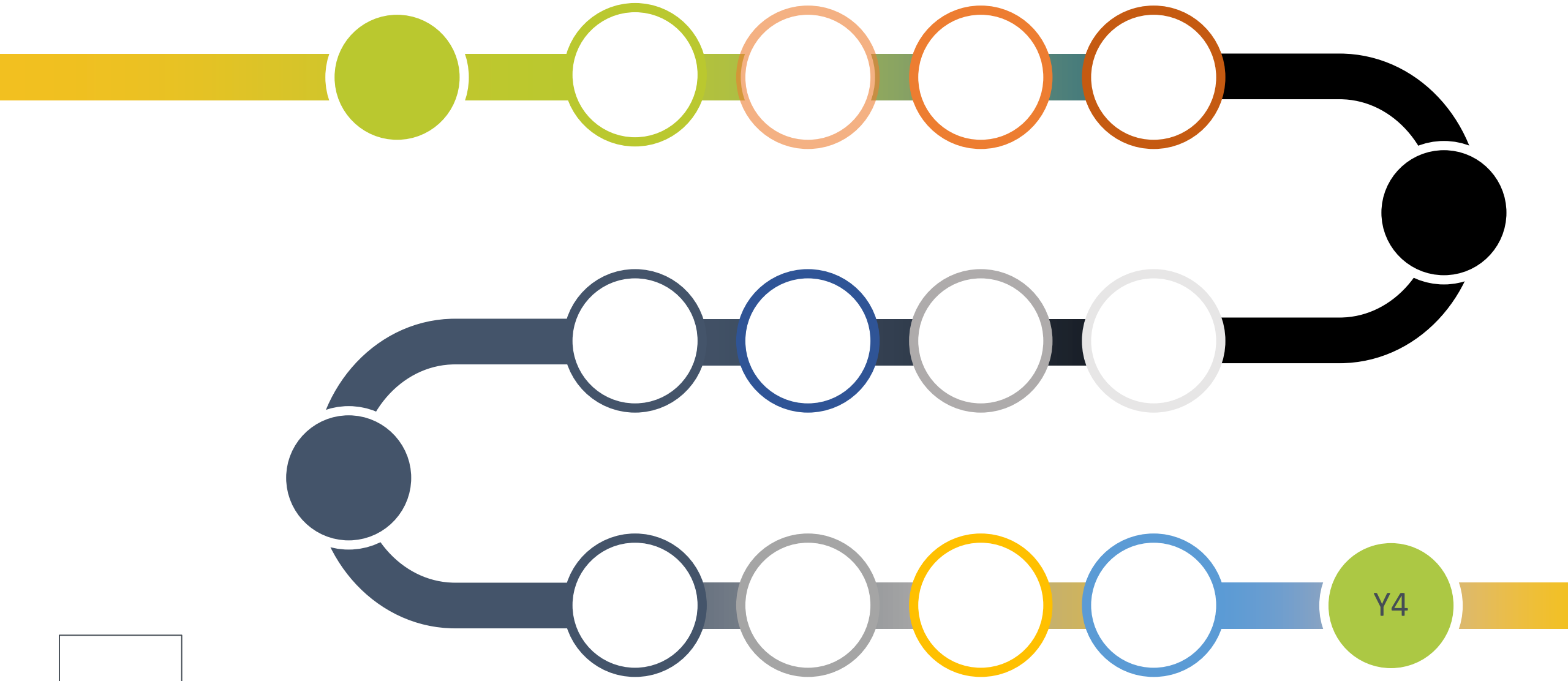
Know why industrial areas and ports are important

Describe the role of a port in imports and exports

Use of symbols and keys

Know how to use 6 figure grid references. Recognise Ordnance Survey symbols

Knowledge organisers


Y4