Preston Grange Primary School

Geography Curriculum

Contents

What is Geography?

At Preston Grange Primary, we define Geography as the study of the Earth. This includes physical features like rivers and mountains and the human features created and defined by humanity over thousands of years e.g. trade, settlements and countries.

Why do we teach Geography at Preston Grange?

We believe Geography to be an essential part of your child's education as it allows them to access the great wealth of discoveries made over thousands of years and give them the key to understand the planet on which we live. It also equips them with the skills and knowledge to make sense of the world on a local and immediate scale as well as on an international and continental level. It is each child's right to the best that has been thought and said and a knowledge rich Geography curriculum ensures access to exactly that.

How do we teach Geography at Preston Grange?

We teach Geography as a discrete subject to ensure that children can understand the discipline best. We ensure that they understand what Geography is, why it is important and the knowledge and attributes of a good geographer. However, we do not neglect the links between Geography and other foundation subjects. Through our use of a 3D curriculum we ensure that learning is meaningful and deep by drawing attention to the links between subjects within a year group, across year groups and across both.

We teach Geography in two 3-week blocks. This ensures the children learn deeply across a unit and allows for teachers and children to make the most of feedback.

We have structured our curriculum to start with the Geographical knowledge and understanding most appropriate to to the child at that point. Starting with the most immediate and experiential and building upon this to more abstract and complex concepts. Our curriculum is based on our children learning the facts, alongside the important how and why concepts of geography as well as being able to apply the practical skills of a geographer for example map reading.

We use two key documents in each unit we teach. The first is a Knowledge Organiser this outlines the key knowledge that a child will have at the end of a unit. If a child has this knowledge and retains it over time then they are making good progress. The second document is a Never-Heard-The-Word grid. This has key vocabulary the children will know, understand and be able to explain at the end of a unit. They will complete this at the beginning and the end of each unit.

<u>What makes a good geographer at Preston Grange?</u>
We believe a good geographer has a solid knowledge of the concepts and features they have studied. This knowledge must also be backed up by a depth of explanation and the ability to link together different areas of their understanding. By progressing from EYFS to KS1 to KS2, a good geographer shows a deeper, richer understanding of the world through their study and is ready to further progress into KS3.

Nursery Overview

Autumn 1	Recognise themselves and name family Recognise that they can do things now that they couldn't do as a baby
Autumn 2	Process language to locate key features in illustrations Continue to develop positive attitudes and the differences between people Use small world props in simple stories with some narration Show interest in different occupations
Spring 1	Work alongside adults imitating their actions as they care for living things. Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping
Spring 2	Respond appropriately to adult guidance to treat living things with care. Follow very simple rules to stay safe when visiting the wider locality with familiar adults.
Summer 1	Work alongside adults imitating their actions as they care for living things.
Summer 2	Work alongside adults imitating their actions as they care for living things. Describe and enact some of the roles of community figures Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception Overview

Autumn 1	Talk about the jobs different adults in school and at home have.
Autumn 2	Describe family Christmas traditions. Describe celebrations and customs linked to Diwali. Name some special buildings in our community and explain how they are used in celebrations. Engage in role play based on own experiences of celebrations.
Spring 1	Describe and re-enact traditions from Chinese New Year celebrations. Describe and explain how penguins adapt to survive in Antarctica. Describe and explain changes in weather in different seasons. Observe, notice and discuss and record weather patterns across days and weeks. Compare different weathers they have experienced.
Spring 2	Describe the roles of significant adults in the community Speak and act in role, demonstrating recall of the jobs of key members of the community. Interpret Google earth street view of the route between school and Lidl and identify some key buildings in the community
Summer 1	Describe some of the benefits of minibeasts in our gardens.
Summer 2	Compare physical features using aerial views and photographs. Name some physical features of a beach environment using secondary sources and first hand experiences.

KS1 and KS2 Overview

Year	Unit 1	Unit 2
Year 1	Human Geography: Where I live	Physical Geography: Where I live
Year 2	Locational Knowledge: Wider World	Study of a non-European area: Australia
Year 3	Physical Geography: The Water Cycle and Rivers	Human Geography: Settlement, Trade and Resources
Year 4	Map Studies	Study of a Region of the UK: The North East
Year 5	Study of a Region of an European Country: Holland	Physical Geography: Mountains, Volcanoes and Earthquakes
Year 6	Physical Geography: Climate Zones, Biomes and Vegetation Belts	Study of a Region of South America: Amazon Biome

Knowledge Organisers

Year 1

Year 1- Amazing Maps

Key Words	
map	A picture of a place, usually drawn from above.
aerial	In or from the air
human feature	A thing made by humans e.g. roads, buildings, bridges
physical feature	A thing made by nature e.g. cliffs, hills, lakes, rivers
compass	A tool for finding direction
landmark	A feature that is easily recognisable
key	A guide that explains what the symbols on a map mean

Key Concepts

Physical things can be represented as a 2D picture

There are four main compass points; North, East, South, West.

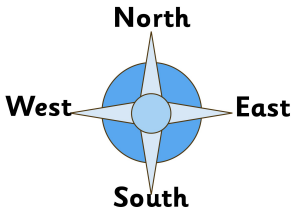
Compass points can be used to navigate around a map.

To identify human features and physical features

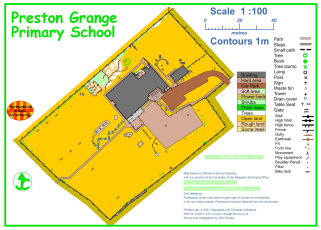
To devise a simple map and construct basic symbols in a key.

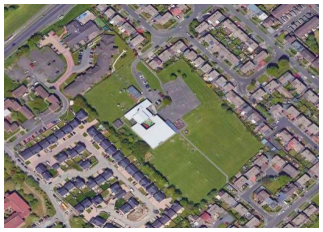
First-hand experience and fieldwork

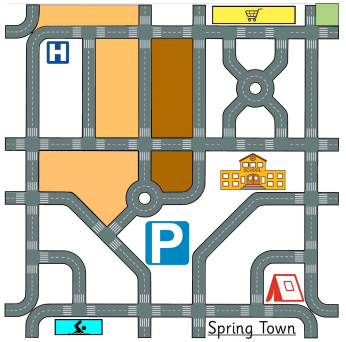
- Children complete a map of the school grounds/classroom
- Recognise features on a map and complete a treasure trail.
- Sorting activity - to recognise physical and human features in the school grounds
- Walk around the area and match features to images on map.
- Match aerial view to a map looking carefully at features (Google maps satellite/ street view)
- Identify landmarks



Key Diagrams/ Images/ Maps







Year 1- Where Do I Live?

Key Words

continent	A large, solid area of land. Earth has seven continents.
UK	United Kingdom
country	Land that is controlled by a government.
capital city	A city where the government of that country is based.
urban	An area where many people live and work closely together.
rural	Open land where not many people live or work. E.g. the countryside
address	The words and numbers that are used to describe where a place is.

Key Concepts

There are seven continents: Europe, Asia, Africa, North America, South America, Australia, Antarctica.

The United Kingdom is made up of four countries: England, Scotland, Wales, Northern Ireland.

Each country has a capital city:
England - London
Scotland - Edinburgh
Wales - Cardiff
Northern Ireland - Belfast

Each country in the United Kingdom has unique features, symbols and a unique flag.

I live in England. England is part of the United Kingdom.

First-hand experience and fieldwork

Locate the UK on a world map.

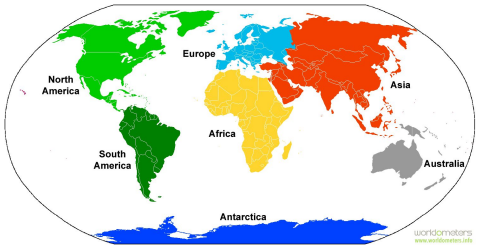
Identify and name the countries and capital cities of the UK.

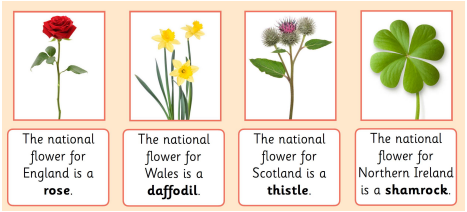
Recreate the flag of England, Scotland, Wales and Northern Ireland.

Identify human and physical features of the countries of the UK.

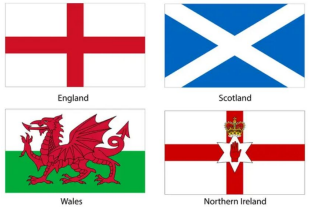
Locate our local area on map.

Describe our local area.





Key Diagrams/ Maps



Knowledge Organisers

Year 2

Year 2 - Wider World

Key Words	
continent	A large, solid area of land
ocean	A vast and continuous frame of salt water
sea	A large area of salty water
Locate	Find
Equator	An imaginary circle around the Earth
North Pole	The northern end of the Earth's axis
South Pole	The southern end of the Earth's axis

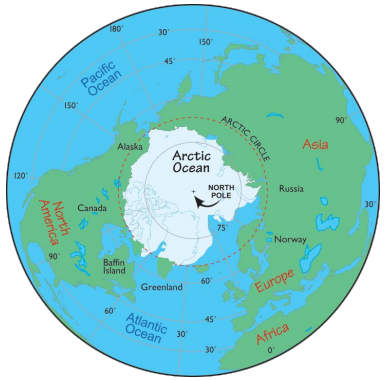
Key Concepts

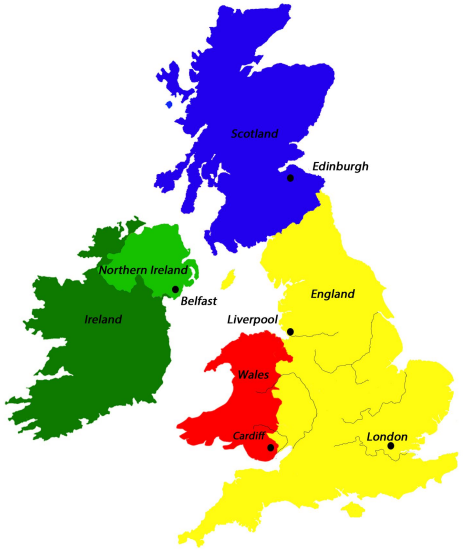
- Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas
- Name and locate the world's 7 continents and 5 oceans
- Identify the UK and its countries
- Use compass directions and locational and directional language to describe the location of world habitats on a map
- Identify the location of hot and cold areas around the world and their habitats, in relation to the equator and north and south poles

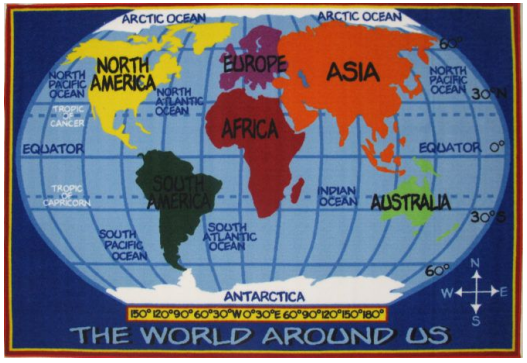
First-hand experience and fieldwork

- Make/ complete jigsaws of maps of the UK and relating seas
- Play England, Ireland, N.Ireland, Scotland and Wales by running to different locations
- Find Kenya on a world map and study its climate and animals
- Find the Arctic circle on a world map and study its climate and physical features
- Use maps to describe the locations of Kenya and the Arctic circle in relation to the equator

Key Diagrams/ Maps







Year 2 - Australia and the Isle of Coll

Key Words

human feature	Things that are built by humans
physical feature	Natural objects such as mountains and rivers
vegetation	Plant life/ all ground covered by plants
locate/ location	Where something is
landmarks	Something such as a building, tree or statue that can easily be seen and used to find the way
key	Gives the information needed for the map to make sense. It can include symbols, colours or pictures

Key Concepts

- Understand geographical similarities and differences through studying the human and physical geography of the Isle of Coll and Australia
- Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of the UK in relation to Australia on a world map
- Plot landmarks and physical features on a map of the Isle of Coll and construct basic symbols in a key
- Recognise human features including: city, town, village, town, farm, factory, house, office, port, harbour, shop
- Identify physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather

First-hand experience and fieldwork

- Locating Australia on a world map. Planning and describing a journey to Australia
- Locating the Isle of Coll on a map of the UK

Key Diagrams/ Maps

Knowledge Organisers

Year 3

Key Words

evaporation	The process by which water is heated and changed to vapour.
condensation	When the water vapour cools and returns to liquid form.
precipitation	Rain, hail, sleet or snow.
collection	Water gathers on land.
estuary	The mouth of the river; where the river flows into the sea.
source	The start of the river.
meander	Bends in the river path.
tributary	Smaller streams which feed into the river.

Key Concepts

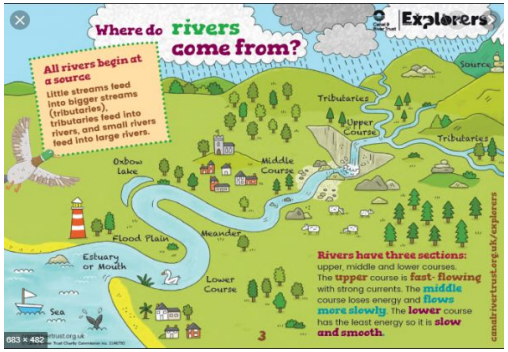
- Water is constantly recycled through a process called 'The Water Cycle'.
- A river is the path water takes as it flows downwards towards the ocean.
- Rivers start at the source and end at the mouth.
- Smaller rivers and streams which flow into a larger river are called tributaries.
- The three courses are called the upper course, the middle course and the lower course.

First-hand experience and fieldwork

Visit to the Quayside to explore and map the river.

Make your own water cycle.

Key Diagrams/ Maps



https://www.youtube.com/watch?v=vma4BNLG3gY

Key Words

settlement	Places people choose to live.
trade	Buying and selling of goods and services.
resources	Materials, money or things used to enable an organisation to function properly.
import	Goods are brought into a country they were made in.
export	Goods are taken out of the country they were made in.
hamlet	A small settlement without a church.
village	A village contains house, a church and a school in the country.

Key Concepts

- Economic activity and trade links in the local area. E.g. fishing, mining, farming.
- Villages, towns, cities, hamlets and their features.
- Resources- the distribution of natural resources including energy, food, minerals and water. E.g. coal, fish.
- Understand that trade is an important way for countries to make money through buying and selling goods.

First-hand experience and fieldwork

Visit to a Northumberland village (e.g. Elsdon)

Visit to Newcastle City Centre to identify features of a city.

Woodhorn Museum - Learn about the heritage of coal mining.

Key Diagrams/ Maps

https://www.rgs.org/schools/teaching-resources/global-trade/

https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv

Hamlet

Village

Town

City

Knowledge Organisers

Year 4

Year 4 - Map Studies

Key Words	
map	a representation of an area showing physical features, cities, roads, etc
scale	the relationship between distance on a **map** and the distance on the ground
legend	a visual explanation of the **symbols** used on the **map**
compass	an instrument used for navigation and orientation that shows direction
grid reference	a map reference indicating a location in terms of a series of vertical and horizontal grid lines identified by numbers or letters.
contours	Lines on the map that show the shape of the land

Key Concepts

- A map is a 2D representation of an area showing physical features, cities, roads, etc
- Types of map: Political, Physical, Thematic (Climate, Resources etc), Topographic, Ordnance Survey
- All Maps must have a frame, title, scale, compass, legend (key)
- Scale represents the relationship between distance on a map and distance on the ground.
- Match symbols to features
- Use the legend to identify mapped features
- Use compass to orientate and discuss direction
- Use grid references to plot routes
- Use features to match maps to aerial photographs
- Use contours to describe and model the shape of land.

First-hand experience and fieldwork

Use sand or other building materials to create a model of a mapped area.

Walk the local area and map key features.

Robinwood - Map reading in bus on way

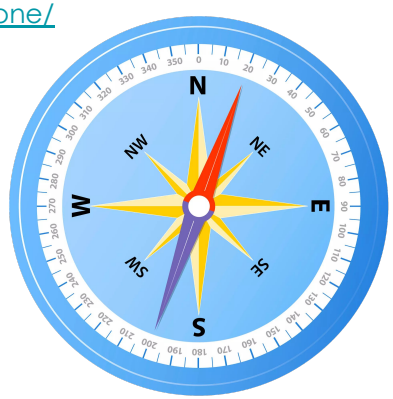
Cheviots - Ingram Valley

Key Diagrams/ Maps/Websites

https://www.geography.org.uk/Primary-Geography-Handbook-Extension-Project--Maps-and-Stories-811

https://www.ordnancesurvey.co.uk/education/teacher-resources

http://www.ordnancesurvey.co.uk/mapzone/



Year 4 - Study of a Region of the UK: The North East

Key Words

Region	An area or part of a country or the world.
County	A division of an area and is a unit of local government.
City	A large town or any town in the UK that has a cathedral.
Urban	Developed areas that have a lot of human structures such as houses, buildings, roads and railways.
Rural	A countryside that is outside of a city with large open areas and few buildings.
Coastal	An area where land meets the sea.

Key Concepts

North East England

The **region** is generally hilly and sparsely populated in the North and West, and urban and arable in the East and South. The highest point in the **region** is The Cheviot, in the Cheviot Hills, at 815 metres (2,674 ft).
Largest city: Newcastle upon Tyne

COUNTIES: County Durham, Darlington, Hartlepool, Middlesbrough, Northumberland, Redcar and Cleveland, Stockton-on-Tees, Tyne and Wear

RIVERS: Aln, Coquet, Tees, Tyne, Derwent, Wear

CITIES: Newcastle upon Tyne, Sunderland and Durham.

Landmarks: Angel of the North, St.James Park, Castles

CLIMATE: North East England has an oceanic climate. Summers and winters are mild rather than extremely hot or cold, due to the strong maritime influence of the North Atlantic Current of the Gulf Stream.

First-hand experience and fieldwork

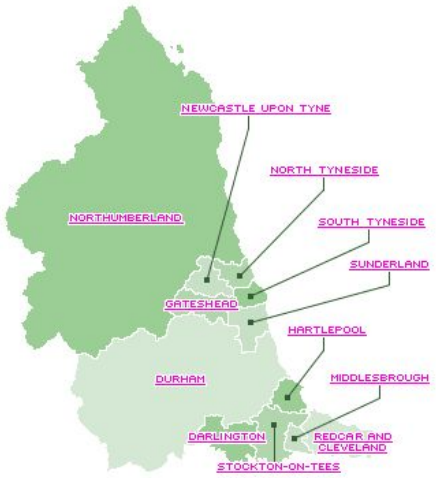
Robinwood - map reading through the North East

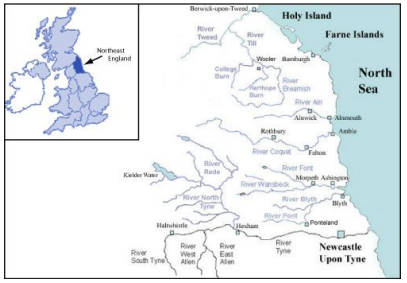
Coastal trip (Science link)

Segedunum (History link)

Cheviots - Ingram Valley

Key Diagrams/ Maps





Knowledge Organisers

Year 5

Key Words

mountain	A high area of land with steep sides. Above 300m.
volcano	A mountain which contains steam, melted rock and ash which escape regularly.
earthquake	When the ground shakes due to the crust moving.
plates	A large slab of crust which moves slowly.
magma	Liquid rock under the ground.
lava	Liquid rock on the surface of the Earth.
epicentre	The point on the surface where an earthquake originates.
Richter scale	A way of measuring the strength of earthquakes.

Key Concepts

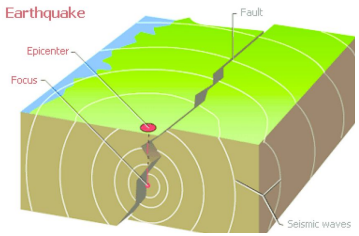
Plate tectonics- The earth's crust is broken into plates and move incredibly slowly. The continents sit on these plates and have moved over time.
Structure of the Earth- Able to understand the different states of matter layers of the earth. Core, mantle and crust.
Mountains - To know what a mountain is, where major mountains are located, how mountains formed. Pupils will come to know that mountains can be formed in different ways, depending on how the Earth's crust moves. Three formations will be examined: Fold Mountains, Fault Block Mountains and Dome Mountains.
Volcanoes-
Primarily located at the boundaries between tectonic plates. Why and how an eruption happens, Pupils will also become familiar with the structure of volcanoes and be able to name the key features in a cross section.
Earthquakes- Where earthquakes are located, why they happen, how they happen and their aftermath- on both the landscape and the people most affected

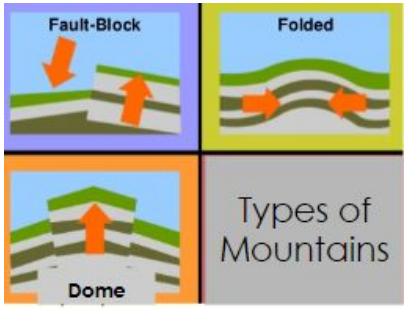
First-hand experience and fieldwork

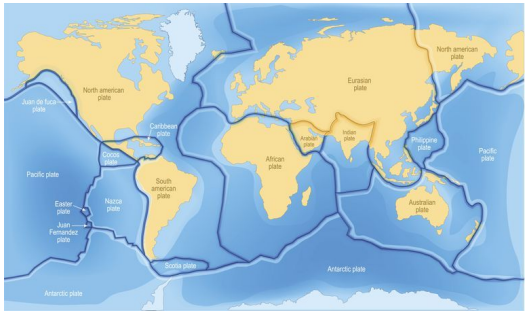
Case studies of The San-Andreas fault, Snowdon,

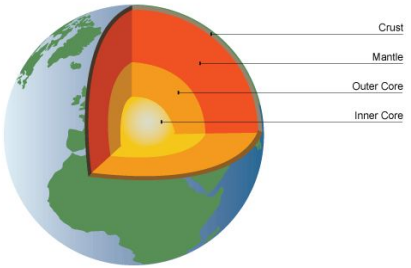
Map work, identifying the key mountains, volcanoes and earthquakes.

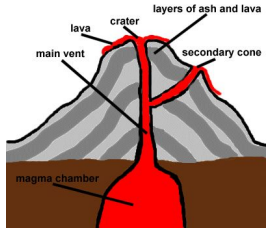
Key Diagrams/ Maps











Key Words

region	A part of a country which share similarities.
levees	A built up area to stop flooding.
sea-level	The level of the sea is used to measure the high of land.
Europe	The second smallest continent and the continent which the UK and the Netherlands are located.
Holland	An area of the Netherlands often mistaken to be the name of the whole country.
shipping	Transporting goods by boat over the sea.
urbanisation	The process of people moving from rural area to urban areas.
reclaimed land	Creating new land from the ocean, sea or rivers.

Key Concepts

Physical Features to explore:

- Why is Holland so flat?
- Reclaimed land
- Natural resources- natural gas, petroleum, peat, limestone, salt, sand and gravel, arable land

Human features to explore:

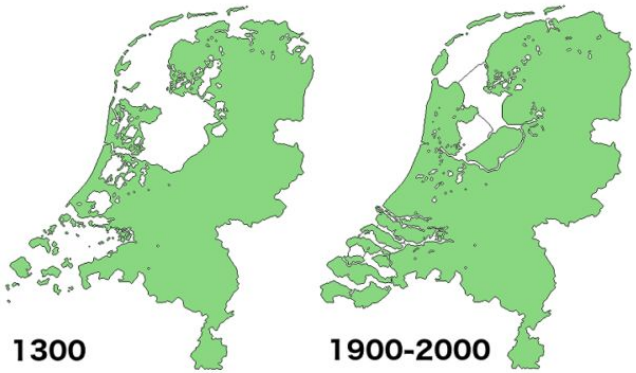
- Largest settlements (population density)
- Trade- largest port in Europe - exports/ imports- what is traded with where.
- Canals- Amsterdam

Comparison between North East (studied last year) and Holland

First-hand experience and fieldwork

use maps, atlases, globes and digital/computer mapping to locate Holland and describe features studied

Key Diagrams/ Maps



Knowledge Organisers

Year 6

Year 6 - Climate Zones, Biomes and Vegetation Belts

Key Words

climate	The long-term average of weather.
aquatic biome	Divided into two main categories: freshwater and saltwater.
forest biome	Home to a variety of trees and plants.
tundra biome	It is the coldest biome.
grassland biome	It is made up of a variety of grasses.
desert biome	They extremely dry areas and can be either hot or cold.
vegetation belt	An area with a particular type of plant life.
biome	An ecosystem covering a large area of a continent.

Key Concepts

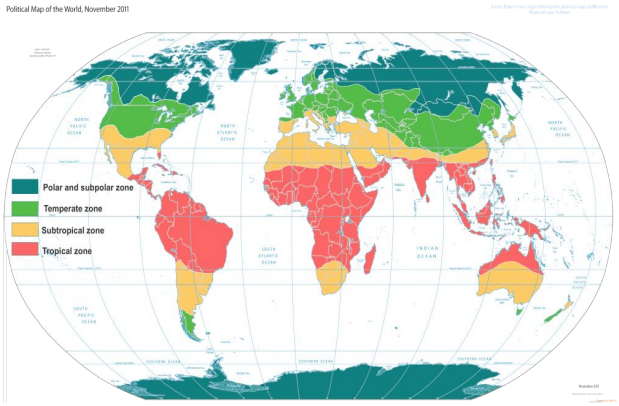
- Know that an ecosystem is a system of plants and animals which are interconnected and working together and an ecosystem covering a large area of a continent is called a biome.
- Know that a biome is a natural area of plants and animals.
- Know that the world is divided into lots of different biomes and they are all different depending on their climate.
- Know that there is no exact number when it comes to types of Biomes.
- Know the climate zones of each biome
- Identify the human and physical features of the different biomes

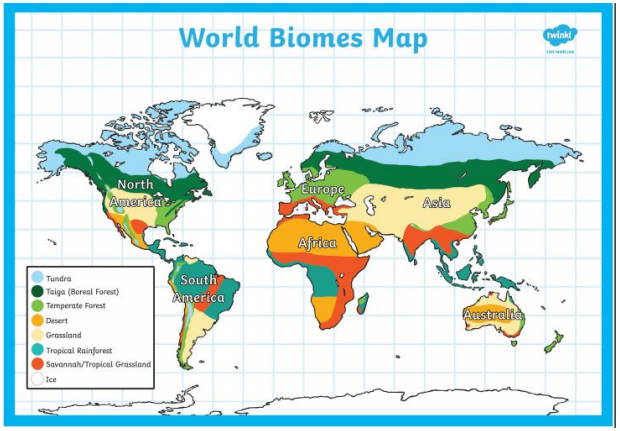
First-hand experience and fieldwork

Biome in a bag

https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/climate-zones-and-biomes/

Key Diagrams/ Maps





Key Words

human feature	A man-made feature of a place.
physical feature	A natural feature of a place.
amazon Basin	The largest tropical rainforest in the world used for food and resources.
natural resources	Natural materials that can be sold: oil, wood, minerals
ecosystem	A large community of living organisms in a particular area.
deforestation	The action of clearing a wide area of trees.
economic trade	The buying and selling of goods and services.

Key Concepts

Amazon basin physical features:

- Equatorial region (hot and humid all through the year). Part of South America drained by the Amazon River and its tributaries.
- Covers an area of about 6,300,000 km
- Covers 35.5 percent of the South American continent.
- Most of the basin is covered by the Amazon Rainforest, also known as Amazonia.

Human features:

- It is located in the countries of Bolivia, Brazil, Colombia, Ecuador, Guyana, Peru, Suriname and Venezuela.
- Forestry, farming, use of natural resources

First-hand experience and fieldwork

Experience the area as an environment from maps, satellite images and film.

Become environmental scientists and analyse physical and human geography statistics and present them in graphical form.

https://www.bugsnstuff.com/

Key Diagrams/ Maps