

Rationale behind the sequencing and structure of geography curriculum

Key points to note:

- All units are planned to develop these key geographical (Geography's big ideas) concepts 'big ideas': Place, space, scale, environmental impact and sustainability, interconnections, cultural awareness and diversity
- The school ethos of BASICS is a positive undercurrent that is referenced throughout units
- All pupils should develop a depth of understanding behind the difference between human and physical geography
- Each unit develops pupils' locational knowledge and understanding of geographical similarities and differences between places
- Pupils develop an understanding of interconnections between features, places, events and people over units across each phase
- Knowledge of and ability to use geographical vocabulary correctly to communicate knowledge of human and physical features is developed
- All units develop pupils' ability to enquire, question and discover geographical knowledge collaboratively with peers and independently
- Field work and map skills are integrated into units and pupils develop these further each year.
- Each phase revisits and deepens knowledge of the school's locality and compares this with a range of other localities and geographical themes
- Building Learning Power skills are incorporated in all units to support pupils to reflect and evaluate on their own habits of learning in geography

Reception

Local area – We go on an autumn walk looking at what we can see in our local park. Trip to the local library, identifying features as we walk. Name and locate areas around school, e.g. lunch hall, ICT suits etc. Recognise main types of weather and be introduced to seasons. Different jobs people do and where they work e.g. hospital, school.

Countries around the world – During international week, we explore different countries. Recognise some similarities and differences between life in this country and life in other countries.

Map drawing – During our water topic, children make their own treasure map and write instructions on how to get to the treasure.

EYFS (Statutory framework):

- Understanding the world involves guiding children to make sense of their physical world and their community.
- The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters

ELG:

- 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.

Autumn

Spring

Summer

<p>Year 1.</p>	<p>Learning theme: Homes around the world (link to History unit)</p> <p>Key enquiry question: How can we compare homes in different continents?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - To name and locate the world's seven continents and five oceans - To identify hot and cold areas of the world in relation to the equator and North and South poles. - To understand geographical similarities and differences through studying the human geography (homes) of different countries. 	<p>Learning theme: Pirates, Plans and Adventures – maps and plans (link to Night Pirate's unit)</p> <p>Key enquiry question: Why do we use maps?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - To use simple fieldwork and observational skills to study the geography of their school and its grounds - To observe key human and physical features of the surrounding environment. - To devise a simple map and use and construct basic symbols in a key. - To use locational and directional language [for example, near and far; left and right], to describe the location of features on a map 	<p>Learning theme: Africa - Kenya (link to Handa's Surprise)</p> <p>Key enquiry question: Can you compare human and physical features in Kenya and England?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - To name and locate the world's seven continents and five oceans - To understand geoP. - - graphical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in Africa - To 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
	<p>Key concepts: space, scale, place</p> <p>Link to BASICS: Belonging, Safety, Identity,</p> <p>Link to EYFS: The World, People and Communities</p>	<p>Key concepts: space, scale, place</p> <p>Link to BASICS: Belonging, Safety, Success,</p>	<p>Key concepts: scale, cultural awareness and diversity</p> <p>Link to BASICS: Belonging, Safety, Challenge</p> <p>Link to EYFS: The World, People and Communities</p>
<p>Year 2</p>	<p>Learning theme: London</p> <p>Key enquiry question: Where do I live?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom - To use aerial photographs to recognise landmarks in London and basic human and physical features - To devise a simple map and construct basic symbols in a key - To use simple compass directions and locational and directional language - To identify seasonal and daily weather patterns in London 	<p>Learning theme: United Kingdom</p> <p>Key enquiry question: What is surrounding the country I live in?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom - Use aerial photographs to recognise landmarks in the four capital cities in the United Kingdom and basic human and physical features - Identify seasonal and daily weather patterns and discuss how they vary across the United Kingdom 	<p>Learning theme: Seas and Coasts</p> <p>Key enquiry question: What seas surround our Island?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom - Identify seasonal and daily weather patterns in the United Kingdom - Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

			<p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> - Use maps, atlases and globes to identify the United Kingdom and its countries, - Use simple compass directions (north, south, east and west) and locational and directional language
	<p>Key concepts: Place, space and scale.</p> <p>Link to BASICS: Belonging and identity (the place where I live)</p>	<p>Key concepts: Place, space, interconnections and cultural awareness and diversity.</p> <p>Link to BASICS: Belonging and identity</p>	<p>Key concepts: Place, space, environmental impact and sustainability.</p> <p>Link to BASICS: Safety and challenge</p>
Year 3	<p>Learning theme: The United Kingdom</p> <p>Key enquiry question: Can you name and locate countries and cities within the UK?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - To name and locate counties and cities of the United Kingdom and its geographical regions. - To identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - To use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world - To describe and understand key aspects of human geography, including: types of settlement and land use and economic activity including trade links 	<p>Learning theme: Civilisations – case study on the Mediterranean (Link to Ancient Greece)</p> <p>Key enquiry question: Can you compare the features of the Mediterranean and the UK?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - Use maps, atlases and digital/computer mapping to locate the Mediterranean - Locate the Mediterranean and focus on key physical and human characteristics - Understand geographical similarities and differences through the study of human and physical geography in a European country. - Identify the position and significance of latitude, longitude, equator, northern and southern hemisphere, tropics of Cancer and Capricorn 	<p>Learning theme: United States of America (North America)</p> <p>Key enquiry question: Can you describe the range of physical features across North America?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - To use maps, atlases, globes and digital/computer mapping to locate the USA and describe features studied - To identify and describe physical characteristics of a region within the USA (e.g. Grand Canyon) - To identify and describe human characteristics of regions within the USA (population distribution) - To understand geographical similarities and differences of a region in North America
	<p>Key concepts: Scale, place, space, environment (human and physical features), interconnections.</p> <p>Link to BASICS: Belonging, Identity</p>	<p>Key concepts: Space, scale, interconnections.</p> <p>Link to BASICS: Success, Aspiration, Identity, Safety</p>	<p>Key concepts: Scale, space, place, environment, cultural awareness and diversity</p> <p>Link to BASICS: Success, Safety, Challenge</p>

Year 4	<p>Learning theme: case study on Brazil, South America (Link to English: Rainforest unit)</p> <p>Key enquiry question: What role does South America play in regulating the earth's climate?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - To use maps, atlases, globes and digital/computer mapping to locate South America and describe features studied - To identify human characteristics (e.g. cathedral) of a region of South America (Brazil) - To identify physical characteristics (e.g. Amazon river) of a region of South America (Brazil) - To understand geographical similarities and differences through the study of human and physical features in a region of South America (Brazil) - 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) 	<p>Learning theme: Settlements and Land Use</p> <p>Key enquiry question: Why did they choose to settle in particular places in Britain?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - 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 - Locate the world's countries, using maps to focus on Europe (linked to History unit on Roman expansion of Europe) 	<p>Learning theme: Global trade (link to Vikings) – locating places in Europe</p> <p>Key enquiry question: What natural resources are available in Britain that makes it a desirable trade partner? How did trade get global? Where does the UK export and to where?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - 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 - Physical geography, including: climate zones (how natural resources and climate determine where our food comes from), biomes and vegetation belts, rivers, mountains, volcanoes' and earthquakes, and the water cycle - Name and locate counties and cities of the United Kingdom. Describe and understand aspects of human (types of goods we explore and trade links) and physical geography (determining what we export)
	<p>Key concepts: Place, Scale, Environmental impact and sustainability, Cultural awareness and diversity</p> <p>Link to BASICS: Challenge, identity</p> <p>Links to prior learning: Year 3: USA</p>	<p>Key concepts: Place, Space, Scale, Environment</p> <p>Link to BASICS: Challenge, Safety, Belonging</p> <p>Links to prior learning: Year 2</p>	<p>Key concepts: Space, Interconnections, Scale</p> <p>Link to BASICS: Aspiration</p>

<p>Year 5</p>	<p>Learning theme: Local Geography study (fieldwork)</p> <p>Key enquiry question: What is the impact of urbanisation of our local area?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - To learn about the physical characteristics of Ealing (e.g. hills, parks, rivers) - To learn about the human characteristics of Ealing (e.g. economic activity and distribution of natural resources) - To understand the geographical similarities and differences in Ealing - To use grid references, symbols and key to build their knowledge of Ealing - To use fieldwork to observe, measure, record and present the human and physical features of Ealing - To use sketch maps, plans and graphs and digital technologies 	<p>Learning theme: Isle of Wight comparison</p> <p>Key enquiry question: How does the human and physical features of the Isle of Wight differ to Ealing?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - To learn about the human and physical characteristics of Isle of Wight (e.g. economic activity and distribution of natural resources) in comparison to Ealing. - To use grid references, symbols and key to build their knowledge of the Isle of Wight 	<p>Learning theme: Rivers (Link to History – River Nile)</p> <p>Key enquiry question: How do rivers change over time and what is the impact of this?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - To describe and understand key aspects of physical geography, including: rivers, mountains, and the water cycle in the context of the water cycle, rivers and river features. - 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. - To 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, counties, and major cities in the context of rivers of the world.
	<p>Key concepts: Place, space, scale and environmental impact and sustainability.</p> <p>Link to BASICS: Belonging and identity- we all belong to the Ealing community, Aspiration- How can we look after our local area for future generations? How are humans planning for a sustainable future for Ealing?</p> <p>Links to prior learning- link back to Y2 work on London and the UK</p>	<p>Key concepts: Place, space, scale, Interconnections, cultural awareness and diversity.</p> <p>Link to BASICS: Identity and belonging- What impact has migration had on IOW, Challenge- How does the IOW survive in the winter months without as much tourism? Impact of Queen Victoria.</p> <p>Links to prior learning – link back to Y2 work on coasts</p>	<p>Key concepts: Place, space, scale, environment impact and sustainability.</p> <p>Link to BASICS: Safety- How can we keep our homes safe and prevent flooding? Why are more people having their properties flooded? Success- What is the effect of flooding on the ground and people’s lives? Why was the flooding of the River Nile important for the growth of the Ancient Egyptian civilisation?</p>

<p>Year 6</p>	<p>Learning themes: Biomes and Climate Zones</p> <p>Key enquiry question: What impact do humans have and continue to have on biomes?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - - To identify the physical features (e.g. biomes) in a region of North and South America - To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, South Hemisphere, Tropics of Capricorn and Cancer - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - To investigate how human and physical characteristics have changed over time. 	<p>Learning theme : Dangerous Earth</p> <p>Key enquiry question: What can digital mapping tell us about the ways in which our Earth has changed?</p> <p>NC objectives:</p> <ul style="list-style-type: none"> - Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. - Investigate how physical characteristics have changed over time. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
	<p>Key concepts: Place, Environmental, physical and human processes, Space, Scale, Environmental impact and sustainability</p> <p>Link to BASICS: Belonging- identifying where and how we belong on this earth, interdependence (how our actions have an impact on other living organisms and vice versa), Aspiration- aspiring to make a better world for future generations, Safety- keeping our world safe for future generations, knowing how biomes are changing because of the changes in climate and land use, Identity- their social responsibility, Challenge- what can we do now to slow down and stop climate change? The challenges living organisms face in their own ecosystems, Success- being successful in how living organisms adapt to their environment</p>	<p>Key concepts: Place, Environmental, physical and human processes, Space, Scale, Environmental impact and sustainability</p> <p>Link to BASICS: Belonging- communities having strategies and working together to be safe against natural disasters, egocentric mapping, Aspiration- aspiring to continue to develop effective strategies to protect humans, Safety- keeping living organisms safe, Identity- identifying how we are part of the problem, Challenge- the challenges the earth faces, Success- how strategies are saving humans against natural disasters</p>

Geography's 'big ideas'	The key concepts briefly summarised
Place	encompasses real as well as perceived and imagined places and refers to: what is in places and what happens there, ways places change and develop, their character and what they are like, how we conceive of and respond to places, whether we prefer them to stay the same or evolve. Place is multifaceted, involving cognitive and affective understandings of places
Environment (physical and human processes)	relates to the land and oceanic surface of Earth, its geology and its atmosphere. It includes the range of Earth's natural and people-created features, and the natural and human actions affecting the world. It explains the processes that create and change natural, built, modified and social environments. This concept helps us predict and plan what might happen.
Space	refers to where features and places are located, their distribution, the patterns they form and the networks connecting them. Space describes the formal layout of the natural and human environment and their fluidity and change. It enables us to recognise and explain the processes affecting them.
Scale	provides the lens to look at the world, from very small sites to local, regional, national, continental and oceanic areas, to the whole world. Scale enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised. Scale supports understanding environmental and place processes and making predictions.
Interconnections	refers to the nature and significance of links between features, places, events and people. It enables recognition and appreciation of interdependence, locally, regionally or globally, whether ecological or socially generated. It examines the importance and impact of maintaining, modifying or breaking interconnection
Environmental impact and sustainability	concerns the interactions between the natural and human environments and their effects on each other, particularly of change and its consequences. It examines the quality, management and care of environments, places and lives. It considers the responsible and exploitative uses of Earth's resources alongside responses to the degrading of natural and modified environments and damage to people's lives. It considers ways to improve people's futures and Earth, and the ethics of doing so.
Cultural awareness and diversity Cultural awareness	encompasses local and global diversity and the disparities in and of people's lives and communities and their connections to the natural world. It encompasses social and cultural interests and the dynamics in shared, common and different ways in which people use environmental resources, adapt places, interact and value and modify or conserve their local and national cultures, places and identities.

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