

Crich Carr CofE Primary School - Subject Specific Curriculum Intent – GEOGRAPHY

What is Geography? – Geography is about gaining an understanding of the world we live in – in terms of both physical and human features and how these affect each other.

Links to core abilities

Questioning and curiosity
 Critical thinking and open-mindedness
 Communication
 Independence
 Teamwork

Geography core concepts taught over a two-year cycle.

- Cartography
- Community and culture
- Economy and trade
- Settlement
- Climate

What is the curriculum INTENT for this area of the curriculum?	Rationale – Why is this what you want <u>our</u> children to know?
<ol style="list-style-type: none"> 1. To have the knowledge and skills to be able to carry out geographical enquiries about a particular area. 2. To understand the physical features of the planet and how varied these can be. To understand how humans and other animals adapt to different physical features. 3. To understand what physical features are and how areas might be improved. They can explain how humans contribute to environmental issues. 4. To have a sound and broad geographical knowledge of the world – including naming, oceans, continents, countries, mountains and rivers. 	<ol style="list-style-type: none"> 1. The geographical enquiry skills children develop will enable them to learn about, and become curious about, other aspects of the world. These are the fundamental skills of a geographer. 2. It is important to understand how important physical features are as the world becomes increasingly populated and urbanised. 3. As well as recognising what physical features are, children need to be able to consider what impact humans are having on the planet. Global warming is a huge issue for people today and children need to be aware of its impact. 4. It is hard for the children to grasp a sound understanding of the physical and human features if they have no concept of where things are in the world. Understanding this will help them to develop a schema, which in turn will aid their memory. 5. Children will develop a curiosity and an understanding about the world that will stay with them throughout their lives, making them more compassionate and aware of global and local issues.

	EYFS	KS1	KS2	UKS2
A. Geographical enquiry	<ul style="list-style-type: none"> Can they say what they like about their locality? Can they sort things they like and don't like? Can they answer some questions using different resources, such as books, the internet and atlases? Can they think of a few good questions to ask about a locality? Can they answer questions about the weather? Can they keep a weather chart? Can they use marks to create a simple map/plan? 	<ul style="list-style-type: none"> Can they label a diagram or photograph using some geographical words? Can they find out about a locality by using different sources of evidence including aerial photos? Can they find out about a locality by asking some good questions to someone else? Can they compare the human and physical features of a place? in Britain with that of a non-European country? Can they say what they like and don't like about their locality and another locality like the seaside? Can they create a simple sketch map of their local area? Can they select information from resources to identify questions and to respond to questions about places? 	<ul style="list-style-type: none"> Do they use correct geographical words to describe a place and the things that happen there? Can they identify key features of a locality by using a map? Can they begin to use a 4-figure grid reference? Can they accurately plot NSEW on a map? Can they use some basic OS map symbols? Can they produce sketch maps to record human and physical features in a locality? Can they carry out a survey to discover features of the local area? Can they label the same features on an aerial photograph as on a map? Can they accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels etc.? Can they use evidence to hypothesise why land use has changed over time? Can they offer explanations for the location of human and physical features in different localities? 	<ul style="list-style-type: none"> Can they collect information about a place and use it in a report? Can they map land use? Can they find possible answers to their own geographical questions? Can they record information using a range of methods and interpret results to look for patterns? Can they examine an increasing range of sources to develop an understanding of key human and physical processes and features? Can they make detailed sketches and plans, improving their accuracy later? Can they plan a journey to a place in another part of the world, taking account of distance and time? Can they collect information from a variety of sources? Can they use results from investigation or research to hypothesise about the reasons for patterns, behaviours or reactions? Can they use OS maps to answer questions (4 and 6 figure grid references)? Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?
B. Physical Geography	<ul style="list-style-type: none"> Can they explain the main features of a hot and cold place? Do they know that Africa has hot weather? Can they describe a locality using words and pictures? Can they explain how the weather changes with each season? Can they name key features associated with a town or village, e.g. church, farm, shop, house? Can they use words like 'weather' and 'season'? 	<ul style="list-style-type: none"> Can they describe some physical features of their own locality? Can they explain what makes a locality special? Can they describe some places which are not near the school? Can they describe some of the features associated with an island? Can they describe the key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, river, sea, vegetation and cliff? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they describe the main physical differences between cities and villages? 	<ul style="list-style-type: none"> Can they use maps, atlases and digital/computer mapping appropriately by using contents and indexes? Can they describe how volcanoes are created? Can they describe how earthquakes are created? Can they confidently describe physical features in a locality? Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? Can they use appropriate symbols to represent different physical features on a map? Can they explain why many cities of the world are situated by rivers? Can they explain how the water cycle works? Can they explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> Can they research and describe different weather in different parts of the world, especially in different biomes? Can they give extended description of the physical features of different places around the world – including rainforests? Can they describe biomes in India? Can they explain how different biomes change over time?

		<ul style="list-style-type: none"> Can they describe some of the physical features of the 4 countries of the UK? e.g. tallest mountains and longest rivers? Can they describe a place outside Europe using geographical words? 	<ul style="list-style-type: none"> Can they use maps to explain how land use has changed over time? 	
C. Human Geography	<ul style="list-style-type: none"> Can they begin to explain why they would wear different clothes at different times of the year? Can they say something about the people who live in hot and cold places? Can they explain what they might wear if they lived in a very hot or a very cold place? 	<ul style="list-style-type: none"> Can they describe human features of own locality, such as the jobs people do? Can they explain how the jobs people do may be different in different parts of the world? Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? Can they explain what facilities a town or village might need including using words like factory, office, port, harbour and shop? 	<ul style="list-style-type: none"> Can they describe how volcanoes have an impact on people's life? Can they confidently describe human features in a locality? Can they explain why a locality has certain human features? Can they explain why people are attracted to live by rivers? Can they explain why a place is like it is? Can they explain how a locality has changed over time with reference to human features? Can they find different views about an environmental issue? What is their view? Can they suggest different ways that a locality could be changed and improved? Can they identify trade links between different countries including natural resources? Can they explain why people choose to live in one place rather than another? Can they identify land use in Africa considering types of settlement, economic activity and the distribution of natural resources including energy, food, minerals and water? 	<ul style="list-style-type: none"> Can they explain how a location fits into its wider geographical location; with reference to human and economical features? Can they explain how a place has changed and what it might be like in the future, taking account of issues impacting on human features? Can they identify land use in India considering types of settlement, including slums and rural villages in India? Can they compare life in India with life in the UK? Can they describe economic activity and the distribution of natural resources including energy, food, minerals and water? Can they offer explanations for the ways in which human activities affect the environment and recognise that people attempt to manage and improve environments?

D. Geographical knowledge	<ul style="list-style-type: none"> ▪ Can they identify the four countries making up the United Kingdom? ▪ Can they name some of the main towns and cities in the United Kingdom? ▪ Can they point out where the equator, north pole and south pole are on a globe or atlas? ▪ Can they use directional language like near, far, left and right? ▪ Do they know what a continent is? ▪ Can they identify and name a continent on a world map? 	<ul style="list-style-type: none"> ▪ Can they name the continents of the world and find them in an atlas and world map? ▪ Can they name the world's oceans and find them in an atlas? ▪ Can they name the main cities of England, Wales, Scotland and Ireland? ▪ Can they find where they live on a map of the UK? ▪ Can they use 4 compass directions (North, South, East and West) to describe the locations of features and plan routes on maps? ▪ Can they use and design basic symbols in a key? ▪ Can they identify the equator on a world map and make links to the weather there? 	<ul style="list-style-type: none"> ▪ Can they name a number of countries in the Northern Hemisphere? ▪ Can they locate and name some of the world's most famous volcanoes? ▪ Can they name and locate some well-known European countries? ▪ Can they name and locate the capital cities of neighbouring European countries? ▪ Can they locate the equator, Tropic of Cancer and the Tropic of Capricorn? ▪ Can they use maps, atlases, globes and digital/computer mapping to locate countries in Africa and describe features studied? ▪ Can they name up to six cities in the UK and locate them on a map? ▪ Can they locate and name some different coasts in the UK and Europe? ▪ Can they name and locate many of the world's most famous mountain regions on maps? ▪ Can they describe the climate in Africa, referring to the Tropics and Equator? 	<ul style="list-style-type: none"> ▪ Can they name and locate many of the world's major rainforests on maps? ▪ Can they identify the position of India on a world map, referring to the Tropic of Cancer, Tropic of Capricorn, the Equator and the southern hemisphere? ▪ Can they locate the USA and Canada on a world map and atlas? ▪ Can they locate the Arctic and Antarctic Circle? ▪ When locating things, can they refer to lines of longitude and latitude? ▪ Can they identify the position of South America on a world map, referring to lines of longitude and latitude? ▪ Can they explain how time zones work? ▪ Can they refer to the Greenwich Meridian when talking about time zones? ▪ Can they understand that continents (and sometimes countries) have multiple time zones due to its size and location? ▪ Can they name a number of countries in the southern hemisphere?
Programme of study	<ul style="list-style-type: none"> ▪ Cities, Towns, Villages, Houses, Shops and Other Amenities ▪ Continents and Oceans ▪ What Is It Like Where We Live ▪ Local Area Study: What Is It Like in Crich Carr? 	<ul style="list-style-type: none"> ▪ Rivers, Renewable energy, Land Use and Farming, Mining ▪ Mountains, Volcanoes and Earthquakes (Europe, Pacific Rim); ▪ Weather ▪ Distribution of Natural Resources, Land Use 	<ul style="list-style-type: none"> ▪ Rainforests, Oceans, Environmental Protection ▪ Climate Zones, Biomes, Settlement and Land Use, Extreme Weather, Polar Regions, Desert 	
Useful resources				
<ul style="list-style-type: none"> • www.oddizzi.com • https://digimapforschools.edina.ac.uk/ • Openspace.nearby.org.uk · Go Jettlers – Cbeebies • Derbyshire Wildlife Trust • Derwent Orienteering 				

Implementation

- Geography will be delivered through a topic-based approach.
- One topic each year (of a two to three-year rolling programme) will be Geography based.
- Children will build on prior learning to help them get an increasing understanding of the world.
- Pre-learning tasks will determine prior learning.
- Children will develop skills and acquire knowledge through the programme of study.
- Children will get opportunities to ask lots of questions in geography to help develop their curiosity about the world.
- They will access a range of sources to help them challenge stereotypes about places.
- Regular Flashbacks will help children to retrieve and remember their prior learning.
- Knowledge organisers will help build vocabulary