

Geography Curriculum

Map

What does the National Curriculum say about Geography?

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Please see the Geography skills progression document for a breakdown of subject specific content by Year group.

Our Vision Statement

Geography at Stramongate School, will be a subject that children enjoy and are actively engaged in. It will provide them with knowledge of their local environment, giving them a clear understanding of, and sense of belonging to, the community of Kendal. They will recognise and appreciate our unique position on the edge of the Lake District National Park, becoming aware (or more aware) of what this outstanding environment can offer, a short distance from town. It will also give them a wider view of how we compare to other areas of the UK, highlighting common themes and exploring what it means to be part of the UK in the 21st Century.

It will expand these ideas to a global scale, looking at (and celebrating) similarities and differences between different countries of the World. It will also stimulate children's thinking to look at wider questions of global citizenship, responsibility and interconnectedness. Children will be encouraged to question and be curious in order to help them appreciate and make sense of a complex and dynamically changing world. Through this they will recognise and understand the human impact on different environments. They will also appreciate that there is, not only the rest of the UK, but also a whole world out there to explore, sparking in them ambitions beyond the confines of their locality.

Informed and active future citizens need to understand how their lives are connected to others on a local, national and international scale and how they are both shaped by and impact upon, the environments they inhabit. This knowledge will enable them to better make responsible, sustainable choices for the planet.

Curriculum Content

EYFS

- Local visits in and around Kendal.
- Visit local shops and businesses.
- Some discussion of where in the world food comes from.
- Draw and design their own maps to show the school and surrounding area.
- Begin to recognise the lives of people in different parts of the world through stories, role play and discussion.
- Explore the natural world within the school grounds, making observations and drawing pictures of animals and plants, particularly in their outdoor mornings.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences of holidays and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Stage One Year 1/2

A

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.

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, concentrating on islands and sea sides

- Comparing where we live to an island location by looking at the Katie Morag stories. Children look at Physical geography through the creation of Papier Mache Islands. They use these to discuss Human geography on the Island and what life there would be like.

Name and locate the world's seven continents and five oceans.

- Children locate and identify the above.
- They then focus on Australia, using basic geographical language to describe its position on the globe and in relation to the UK (North, South, East, West).
- They explore the geography, environment and weather of Australia, compared to the UK.
- They make links back to their previous island study by looking at some islands near Australia.

Devise a simple map and use basic symbols in a key. Use simple compass directions (North, South, East and West) and language such as: near and far; left and right, to describe the location of features and routes on a map.

- Children complete a local area study of Kendal.
- They draw maps of the locality of the school, including some prominent physical and human features.

B

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.

Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Devise a simple map and use basic symbols in a key. Use simple compass directions (North, South, East and West) and language such as: near and far; left and right, to describe the location of features and routes on a map.

- Children complete a local area study of our school, in Kendal.
- They draw their own maps of the school, including some prominent physical and human features. They devise their own symbols and key to label specific areas of the school and grounds.
- They use the above vocabulary to give directions around the school, using their maps.

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

- Children begin to look at the continent of Africa, including its position on a map and proximity to Europe.
- They will then focus on Tanzania.
- Children begin to make observations and comparisons between Kendal and Tanzania, including the climate, terrain, food, tourism, transport and buildings.

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

- Children use atlases and maps to locate and label the four countries of the UK.
- They also label the seas around the UK.
- They begin to use this information to describe key features of each country within the UK, focussing on identifying any key similarities or differences.

Lower Key Stage Two Year 3/4

A

Key Vocabulary: Recap and refresh KS1 vocabulary throughout the year.

New vocabulary: Equator, desert, Britain, British Isles, capital cities. Introduce Pacific Rim and Pacific Ring of Fire.

Identify longest rivers in the world and the largest deserts. Introduce the position and significance of Equator. Discuss Northern and southern hemisphere in relation to New Zealand. Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

- Children look at the location of Egypt in North Africa. Discuss its proximity to well-known European holiday destinations.
- Children will use this prior/ personal knowledge to identifying the climate of Egypt. They will also look at its deserts and begin to think about why some areas have deserts, while (in the UK for instance) others don't.
- Link this to the importance of the Nile, both in ancient times and today. Children look at aerial images and maps to see how important the Nile was for towns and cities, noting their proximity to the Nile. This is then extended to other rivers, including the river Kent in Kendal- what similarities and differences can the children observe.

Locate and name the continents on a World Map.

Locate and name the countries making up the British Isles, with their capital cities.

Locate the main countries of Europe inc. Russia.

- Children will recap their prior learning from KS1 by revisiting the continents and oceans of the world and the countries and seas of the UK.
- They will extend this knowledge by looking more closely at Europe, in the context of World War 2. They will be able to identify the main countries involved and their positions on a map of Europe. We will also begin to look at how Europe has changed since WW2.
- Children will also use atlases to identify the highest mountains and longest rivers in Europe.

Describe and understand key aspects of physical geography, through the study of volcanoes and earthquakes.

- Children will look at the Christchurch earthquake of 2011. Links will be made to KS1 work on Islands (looking at New Zealand as an Island in the south pacific). Links will also be made to our Science topic on rocks.

- Children will understand why earthquakes and volcanoes occur in certain parts of the world. They will understand what the Pacific Rim and Pacific Ring of Fire are.
- They will be able to explain some of the impacts of Earthquakes and Volcanoes on both human and physical geography.
- They will make some comparisons to our location in the Lake District and the UK, including whether the UK has earthquakes or volcanoes, now or in the past.

B

Key Vocabulary: Recap and refresh KS1 vocabulary throughout the year.

New Vocabulary: biomes, the water cycle, source, rivulets, tributaries, streams, meanders, waterfall, flood plains, upper, lower and middle course, mud flats, estuary, mouth.

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Recap previous work on continents, focussing on Asia.

- Linked to a topic in English, and PSHE/ RE children study India.
- They will locate India on a map of Asia, labelling its capital city.
- They will locate and label those countries that share borders with, or are close to India.
- Children will locate and label the oceans and seas around India.
- They make connections and comparisons between the climate in India and the Lake District, culminating in a comparison poem. This will lead to children recognising key similarities and differences between our climate, towns and wildlife and that of India.

Describe and understand key aspects of physical geography including Rivers and the water cycle.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

- Children will look at the water cycle and how rivers are formed.
- We will look at the journey of our local river, the Kent, from source to sea.
- Children will look at the River Severn, the longest in the UK and compare and contrast its journey to that of the Kent.
- Children will identify the longest rivers in Europe.
- Children will look at other rivers in the world, recapping previous learning on the river Nile (the longest) and introducing the Amazon river (the biggest).
- This will also include looking at the Amazon rainforest, its importance to the world, and its place in the 'climate crisis'.

- Children will complete a river journey booklet as a cross curricular piece of writing in English.

Upper Key Stage Two Year 5/6

<u>Cycle</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>A</u>	<p><i>Key Vocabulary: Recap and refresh Lower KS2 vocabulary throughout the year. New vocabulary: County/counties, N. and S. Hemisphere, Tropics of Cancer and Capricorn, longitude, latitude, climate zones, biomes and vegetation belts, transpiration.</i></p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Locate and name the main counties and cities in England (and the wider UK)</p> <ul style="list-style-type: none"> • Children will look at the regions/counties of England and wider UK. They will be able to identify and describe the position of Cumbria on a UK map, including naming neighbouring counties. They will begin to identify some key cities in each of the counties of the UK. • They will compare our Lake District locality with another similar/ different area in the UK. What features of the Lake District attract so many visitors? • Linked to their Victorians topic children will look at human and physical characteristics of Kendal. This can be linked back to previous learning on the river Kent and the river Nile- where are most of the older buildings in Kendal? Why were they built there? (proximity to river). • They will also look at how our local town has changed over time. <p><i>Locate and name the continents on a World Map. Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</i></p> <ul style="list-style-type: none"> • Children will recap their prior learning from lower KS2 linked to their study of the key countries involved in WW2. • Children will extend this by looking at modern Europe and noticing any changes since WW2 and since the end of the Soviet Union. • Children will name and locate the countries of Europe, including their capital cities. 		

Compare a region in UK with a region in N. or S. America with significant differences and similarities.

Identify and understand some of the reasons for these similarities and differences.

- Children will look at the countries that make up South America. They will identify their capital cities.
- They will then focus more closely on Brazil, Looking at its neighbouring countries and its human and geographical features. They will identify similarities and differences between Brazil and the Lake District and be able to say why they are different, referring to climate zones and proximity to the equator and the tropics.
- Children will then focus on the Amazon river (link back to prior knowledge from lower KS2) and the Amazon rainforest. They will learn about its climate and the climates of rainforests in particular. They will also assess its importance to the climate of South America and the wider world. This will lead to considering the current climate crisis, looking at the causes of and evidence for climate change.

B

Recap and revisit lower KS2 vocabulary, especially that linked to rivers: the water cycle, source, rivulets, tributaries, streams, meanders, waterfall, flood plains, upper, lower and middle course, mud flats, estuary, mouth.

New vocabulary: erosion, transpiration, transportation, evaporation, condensation, precipitation, sediment, deposit, plate tectonics.

Identify the highest mountains in the World. Compare with UK (focus on Lake District).

- Children start a cross-curricular unit on mountains, specifically looking at Everest.
- Children explore the geography of the Himalayas- Why does it have so many of the planet's highest peaks? Comparisons are drawn here between the mountains of the Himalayas and the mountains of the Lake district. We have the highest mountain in England, Scafell Pike. How does it compare to Everest?
- Children also get the inspirational opportunity to meet a local mountaineer who leads expeditions to Everest.

Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.

Understand how these features have changed over time.

- Children look at the water cycle, how rivers are formed and track and plot the courses of rivers on maps.
- They look at the environmental impact of water, both in terms of a lack of water and the issues of flooding. This links to recent flooding activity in Kendal- Why are some houses more at risk than others? How have buildings changed in the town and what impact does this have upon flooding? Children will also look at recent flood prevention measures in the area.
- This will be extended to looking at floods in other parts of the world, such as Pakistan- What similarities and differences can they spot between these floods and the floods in Kendal?

Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.

- Children will recap some of the learning they did in lower KS2 linked to earthquakes and volcanoes.
- Linked to a topic on Ancient Greece, children will investigate the impact of volcanic eruptions in the Mediterranean. They will be able to name the main volcanoes in this area and begin to identify reasons for their eruptions.
- They will identify and recognise how these eruptions changed the physical landscape of the Mediterranean, identifying positive and negative impacts.

Other Geography enrichment opportunities:

Kendal college outdoor education days.

Trash Free Trails Workshops.

Brockhole Water Workshops.

River in a Day trip.

Year 5 and 6 residentials.