

# Keevil CofE Academy Geography Curriculum

**“We presume children to achieve their very best.”**

*Keevil CofE Academy Mission Statement*

We know that for children to achieve their best our curriculum needs to be designed in order to enable the maximum amount of learning, through the recall and understanding of knowledge and concepts. Therefore, our curriculum is organised as a progression which facilitates the re-visiting of learning through recurrent themes, such that it becomes embedded in children’s long term memory. We also understand the importance of children making connections between prior and new learning. The cyclical nature of our curriculum design, in which topics are returned to over the course of a child’s time with us, helps to enable this.

Our rationale for the teaching of geography follows that detailed in the National Curriculum:

At Keevil Church of England Primary Academy, we believe 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.

We ensure our Geography Curriculum is rooted in the vision and ethos of the school, through ensuring that as well as delivering geographic knowledge and skills lessons also develop the Keevil Characteristics:

Children learn to appreciate and respect the value of other people from both their own and different communities, as well as understand the processes of the natural world and how we can work to protect and sustain these. They develop their communication through demonstrating good listening and speaking skills in lessons. Children show team-work when allowing everyone’s ideas and opinions to be acknowledged through working together. Children develop their resilience through learning new geographical skills and learning about stress and hardship other

communities face from the natural world and disasters. They develop their problem-solving skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their diligence by producing work and displaying their findings to the best of their ability.

# Keevil C of E Academy Geography Knowledge and Skills Progression

Theme	EYFS	KS1	Lower KS2	Upper KS2
	<b>Keevil Characteristics</b>			
	<p>Children <u>learn</u> to appreciate and respect the values of other people from both their own and different communities around the world.            They develop their <u>communication</u> through demonstrating good listening and speaking skills.            Children show <u>team work</u> when allowing everyone's ideas and opinions to be acknowledged through working as part of a team.            Children develop their <u>resilience</u> through learning new geographical skills and learning about stress and hardship other communities face from natural disasters.            They develop their <u>problem solving</u> skills through investigating big questions to do with the Earth they live in.            Finally the children have the opportunity to further their <u>diligence</u> by producing work and displaying their findings to the best of their ability.</p>			
	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Name and locate the world's seven continents and five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Locate world countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on maps.</li> <li>On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.</li> <li>Name and locate counties and cities in/around Wiltshire, identifying the physical features including rivers and consider how land use has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Locate the world's countries, focusing on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>Name and locate cities and counties of the United Kingdom, identifying their physical features, including mountains and rivers and land-use patterns; showing change over time.</li> <li>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.</li> <li>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</li> </ul>
	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
<b>Place knowledge</b>	<ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Understand some important processes and changes in the natural world.</li> <li>Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the UK with a contrasting country in the world.</li> <li>Compare a local city/town with a contrasting city/town in a different country.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, and a region of South America.</li> </ul>

	Knowledge	Knowledge	Knowledge	Knowledge
Human and physical geography	<ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>Understand some important processes and changes in the natural world.</li> <li>Know some similarities and difference between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office,</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes</li> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes, mountains and the water cycle.</li> <li>Describe and understand human geography including: types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</li> <li>Describe and understand key aspects of physical geography, including: volcanoes, tornadoes, tsunamis and earthquakes.</li> <li>Describe and understand 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.</li> </ul>
	Skills	Skills	Skills	Skills
Fieldwork	<p><b>Field work</b> Use observation to identify changes over the seasons – welly walks</p>	<ul style="list-style-type: none"> <li>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</li> </ul> <p><b>Field work</b></p> <ul style="list-style-type: none"> <li>Measure and record weather over a period of time and present data in simple pictogram and/or chart, using data to answer simple questions.</li> <li>Explore the local area of the school to investigate the range of buildings, roads, green spaces and other features – draw a freehand map and/or mark information on a plan using colour and/or symbols.</li> </ul>	<ul style="list-style-type: none"> <li>use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</li> </ul> <p><b>Field work</b></p> <ul style="list-style-type: none"> <li>Investigation of land use in the local area – what are buildings used for? What local facilities are there?</li> <li>Recording geographical information on a map using colour or symbols and a key.</li> <li>Investigating questions such as ‘how do we travel to school?’ – collecting, presenting and analysing quantitative data in charts and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</li> <li>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> <li>Expand map skills to include non-UK countries</li> </ul> <p><b>Field work</b></p> <ul style="list-style-type: none"> <li>Investigation of changes in land use over time and/or places where developments are proposed – design and conduct questionnaires/interviews to find out views of local people.</li> <li>Using digital photos and annotating them with labels and captions to present information.</li> </ul>
	Skills	Skills	Skills	Skills
Geographical map skills	<ul style="list-style-type: none"> <li>Draw information from a simple map.</li> </ul>	<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> </ul>

		<ul style="list-style-type: none"> <li>• use simple compass directions and locational and directional to describe the location of features and routes on a map</li> <li>• devise a simple map; and use and construct basic symbols in a key;</li> </ul>	<ul style="list-style-type: none"> <li>• use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li>• Learn the eight points of a compass, four-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>• use the eight points of a compass, four and six-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;</li> </ul>
	<b>Opportunities to extend geographical knowledge</b>	<b>Opportunities to extend geographical knowledge</b>	<b>Opportunities to extend geographical knowledge</b>	<b>Opportunities to extend geographical knowledge</b>
	<ul style="list-style-type: none"> <li>• Stories and development of faiths in RE</li> </ul>	<ul style="list-style-type: none"> <li>• Animal habitats and adaptations in Science</li> <li>• Stories and development of faiths in RE</li> <li>• Local study in History</li> <li>• Famous people studies in History (Christopher Columbus, Mary Seacole, Florence Nightingale, Rosa Parks, Brunel)</li> <li>• Seasonal weather in Science</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient civilisation and invasions of different countries in History</li> <li>• Animal habitats and adaptations in Science</li> <li>• Stories and development of faiths in RE</li> <li>• Local study in History</li> <li>• DT cooking- origins of food/traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Co-ordinates in maths</li> <li>• Ancient civilisation and invasions of different countries in History</li> <li>• Stories and development of faiths in RE</li> <li>• DT cooking- origins of food/traditions</li> </ul>