



The Geography Curriculum

Intent	<p>The Geography Curriculum at Abbey Woods Academy has been designed to encourage our pupils to be curious about the world they live in and understand their place within it. It gives them opportunities to ask questions and develop the knowledge and skills they need to be independent thinkers. Our aim is to equip our pupils with knowledge of the diverse places, people, resources, natural and human environments of the world, together with a deep understanding of the earth's key physical processes. Our local area provides a wealth of opportunities for children to go out and investigate their immediate environment and our curriculum has been designed to embrace these opportunities as often as possible.</p> <p>The curriculum is centred around 4 key geographical concepts: locational knowledge, investigating places, natural processes and geographical skills. These concepts are first encountered in the Early Years Foundation Stage and are revisited in every key stage. These regular revisits ensure that children will know more, remember more and develop a deeper understanding of the key concepts during their time at AWA. It will also support them to develop connections between their prior knowledge and new learning. Now, more than at any time in the history of our planet, it is vital that our children know the impact that humans are having on the natural resources and physical features of the world around them and how this could impact on their future.</p>
Implementation	<p>The curriculum at AWA is blocked into topics which provides an overarching theme for learning. Where possible, geography themes are interleaved into these topics to support children to make links to other areas of the curriculum. Teachers use the long term overview for geography along with corresponding knowledge organisers to plan sequences of lessons. These lessons are designed to revisit key concepts and knowledge and teach new vocabulary, alongside introducing new knowledge. At AWA there is no requirement for teachers to plan lessons in a particular style or deliver them in a specific format. We encourage teachers to be innovative and creative in their approach and to use strategies that they know will meet the needs of the pupils in their class.</p>
Impact	<p>Our pupils will:</p> <ul style="list-style-type: none"> • Be analytical thinkers who can use maps, globes, atlases and digital mapping applications to locate continents, oceans, countries and other physical features of our planet. • Have excellent knowledge of the human and physical features of a range of places around the world as well as some of the key natural processes that occur on Earth. This will ensure they are prepared for the next stage in their geography education. • Make their own decisions about how they will communicate their ideas and explanations. • Embrace challenging activities, including opportunities to undertake geographical fieldwork in a range of different environments. • Talk knowledgeably about the impact that humans continue to have on our planet and its natural processes and have the ability to debate and discuss these issues.



Locational knowledge

EYFS	<ul style="list-style-type: none">To know the location of their house from a map or photograph of Berinsfield.		
Y1	<ul style="list-style-type: none">To know the names of the four countries that make up the UK.	<ul style="list-style-type: none">To know and locate the seven continents.	<ul style="list-style-type: none">To know where the North and South pole are on a globe.
Y2	<ul style="list-style-type: none">To know the names of the names of and locate the five oceans of the world.	<ul style="list-style-type: none">To know the names of the names of and locate the four capital cities of England, Scotland, Wales and NI.	
Y3	<ul style="list-style-type: none">To know the names of and locate at least eight European countries.	<ul style="list-style-type: none">To know the names of and locate the counties of the UK. In particular Cornwall, Devon, Dorset and Somerset.	<ul style="list-style-type: none">To know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.
Y4	<ul style="list-style-type: none">To know, name and locate the main rivers of the UK.To know and locate places along The River Thames, such as Greenwich, Canary Wharf, Dorchester, Oxford and Kemble (source)	<ul style="list-style-type: none">To know the names of the names of and locate the major mountain ranges of the world. <i>Alps, Andes, Antarctic, Atlas, Drakensburg, Himalayas, Huangshan, North West Highlands, Pyrenees, Rockies and Snowdonia.</i>	<ul style="list-style-type: none">To know the names of four countries from the southern and four from the northern hemisphere.To know and locate the countries of South America.
Y5	<ul style="list-style-type: none">To name and locate the countries The Alps run through.	<ul style="list-style-type: none">To name and locate The Matterhorn and Mont Blanc.	
Y6	<ul style="list-style-type: none">To name and locate the Amazon Basin.	<ul style="list-style-type: none">To locate the major capital cities of South America.	



Place knowledge

EYFS	<ul style="list-style-type: none">To know features of their immediate location. Such as house, street, road, garden, garage, trees.		
Y1	<ul style="list-style-type: none">To know the features of my local area.To know the features of a distant location.	<ul style="list-style-type: none">To know the hot and cold places of the world.	
Y2	<ul style="list-style-type: none">To know the weather can be different in different parts of the UK.	<ul style="list-style-type: none">To know the features of a local environment.	
Y3	<ul style="list-style-type: none">To know the features of a coastal region of the UK.		
Y4	<ul style="list-style-type: none">To know and sequence a range of North or South American settlements from a village to a city.	<ul style="list-style-type: none">To know the characteristics of different settlements.	<ul style="list-style-type: none">To know the differences between some regions of North or South America.To know how two regions of North and South America are connected.
Y5	<ul style="list-style-type: none">I know the UK's major urban areas, their characteristics and how they have changed over time.	<ul style="list-style-type: none">I know how the Alpine region has changed over time.I know how the Alpine region is different from the UK.	<ul style="list-style-type: none">I know why avalanches happen in the Alpine region.I know information about the physical environment, climate and economic activity of the Alpine region.
Y6	<ul style="list-style-type: none">I know the similarities and differences in life in cities and in villages in the Amazon Basin.	<ul style="list-style-type: none">To know how human activity is influenced by climate and weather in the Amazon Basin.I know the climate of the Amazon Basin.	<ul style="list-style-type: none">To know various threats to wildlife/habitats the Amazon Basin.I know how we can protect the Amazon rainforest.




Human and Physical Geography

EYFS	<ul style="list-style-type: none">To know the types of weather seen in Berinsfield.		
Y1	<ul style="list-style-type: none">To know which is the hottest and coldest season in the UK.	<ul style="list-style-type: none">To know and recognise main weather symbols.	<ul style="list-style-type: none">I know and can identify hot and cold places in the world and relate that to knowledge of the poles.
Y2	<ul style="list-style-type: none">To know seasonal weather patterns in the UK.	<ul style="list-style-type: none">To start to know why the UK has weather has the weather it does.	<ul style="list-style-type: none">Know the main differences between city, town and village.To know and identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach.
Y3	<ul style="list-style-type: none">To know and describe the physical features of coasts.To know why the physical features of coasts change.	<ul style="list-style-type: none">To know how to sequence a range of coastal settlements in size from village to city.To know the activities of different UK coastal regions such as tourism, ports, docks.	<ul style="list-style-type: none">I know the dangers of events linked to climate change.
Y4	<ul style="list-style-type: none">To know the main features of a river.To know the process of the water cycle.To know how some river landscapes are formed.	<ul style="list-style-type: none">To know a range of rural River Thames features, including settlements.To know identify a range of urban River Thames features, including settlements.	<ul style="list-style-type: none">I know what causes an earthquake.I know the features of a volcano.
Y5	<ul style="list-style-type: none">To know how The Alpine region was formed.To know what an avalanche is and how they can be managed.	<ul style="list-style-type: none">I know what a biome is and why the ocean biome is valuable and how we can protect it.I know the physical and human characteristics of The Alps.	<ul style="list-style-type: none">I know the climate of The Alps and how its plants animals have adapted to live there.I know which products the UK imports and exports.
Y6	<ul style="list-style-type: none">I know the features of the tropical rainforest biome.I know what deforestation is.I know the impact of deforestation in The Amazon basin.	<ul style="list-style-type: none">I know where our natural resources come from.I know key aspects of economic activity such as the distribution of natural resources including timber.	<ul style="list-style-type: none">I know the climate of The Amazon basin and how its plants animals have adapted to live there.I know the similarities and differences between The Alpine region and The Amazon Basin.



Geographical Skills and Fieldwork

EYFS	<ul style="list-style-type: none">• I know and can describe what I see on a walk to the local shopping precinct.	<ul style="list-style-type: none">• I know what types of vehicle travel past my school.	
Y1	<ul style="list-style-type: none">• To know how to use a world map, atlas or globe to recognise and name some continents and oceans.	<ul style="list-style-type: none">• To know how to use a map to identify the four countries of the UK.	
Y2	<ul style="list-style-type: none">• To know how to use a map to name and locate on a map the four countries and capital cities of the UK.	<ul style="list-style-type: none">• To know how to identify the capital cities of the UK.	<ul style="list-style-type: none">• To know how to use basic weather symbols.
Y3	<ul style="list-style-type: none">• To know how to use a map to identify SW coastal counties.• To know how to use a map to identify European countries.	<ul style="list-style-type: none">• To know to measure temperature.	<ul style="list-style-type: none">• To know how to use directional language when talking about locations.
Y4	<ul style="list-style-type: none">• To know how to give directions up to eight compass points.	<ul style="list-style-type: none">• To know how to use digital mapping to identify countries and cities.	<ul style="list-style-type: none">• To know how to create a river by observing water over different surfaces.
Y5	<ul style="list-style-type: none">• To know how to use maps to locate the Alps and identify the physical features of the region.	<ul style="list-style-type: none">• I know how to locate the UK's major urban areas.• I know how to locate and describe several physical environments in the UK.	<ul style="list-style-type: none">• To know the symbols on an ordinance survey map.• I know how to use 4 fig grid references.
Y6	<ul style="list-style-type: none">• To use digital mapping to locate the Amazon basin.• To know how to use appropriate scale when mapping.	<ul style="list-style-type: none">• I know how to use 8 fig grid references.	<ul style="list-style-type: none">• To know how to create a graph to present my fieldwork.

Year 1		Key Concepts
Topic: Our Local Area	Main Outcome The children will make individual or group 3D models of homes, local landmarks or even physical aspects (e.g. hills, rivers and woods) that they saw on their fieldtrip. These will be placed on a larger, paper 'base map' that the class can draw, paint and fill in with additional detail.	
Key Vocabulary	Prior Learning	Next Steps
Map, plan, familiar, see clearly (plain view), hidden, navigation, grid, symbols, above, aerial, bird's-eye, near, far, open space, green space, park, field.	EYFS – Children learn about their house, their street and some of the features of the local environment.	Can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants). Talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.
Key Questions	Weekly Learning objectives	
What do we know as 'local area experts'? Where is our nearest open space? How do you read a plan? How do you use a map? Can we share our journey to explain what our area is like?	To describe the places that we go often and rarely, and what we see on the way to school. To understand what is near to school, far away from school and to gain a sense of place. To use and understand a simple plan of the classroom. To understand and use a local area map. To identify the destination of our fieldtrip, and recall the journey to get there. To be able to remember a local journey and the stages in order.	
Knowledge to be taught		
In this unit, the children will: <ul style="list-style-type: none"> • Identify the significant features (landmarks) of their local area and consider viewpoints in relation to this • Compare journeys and landscapes and understand near/far, often/ rarely • Learn about maps, map-making and symbols. 		
Cross Curricular Links		
<ul style="list-style-type: none"> • Art & design: developing a wide range of art and design techniques in using colour, pattern, texture, through map-making and creating 3D models; exercising skills with charcoal, pastel, crayon or paint, cutting, sticking and collage (Week 6). • Music: learning to sing and using their voices to create and compose music on their own; making a song about their fieldtrip to an existing melody (Week 5). 		