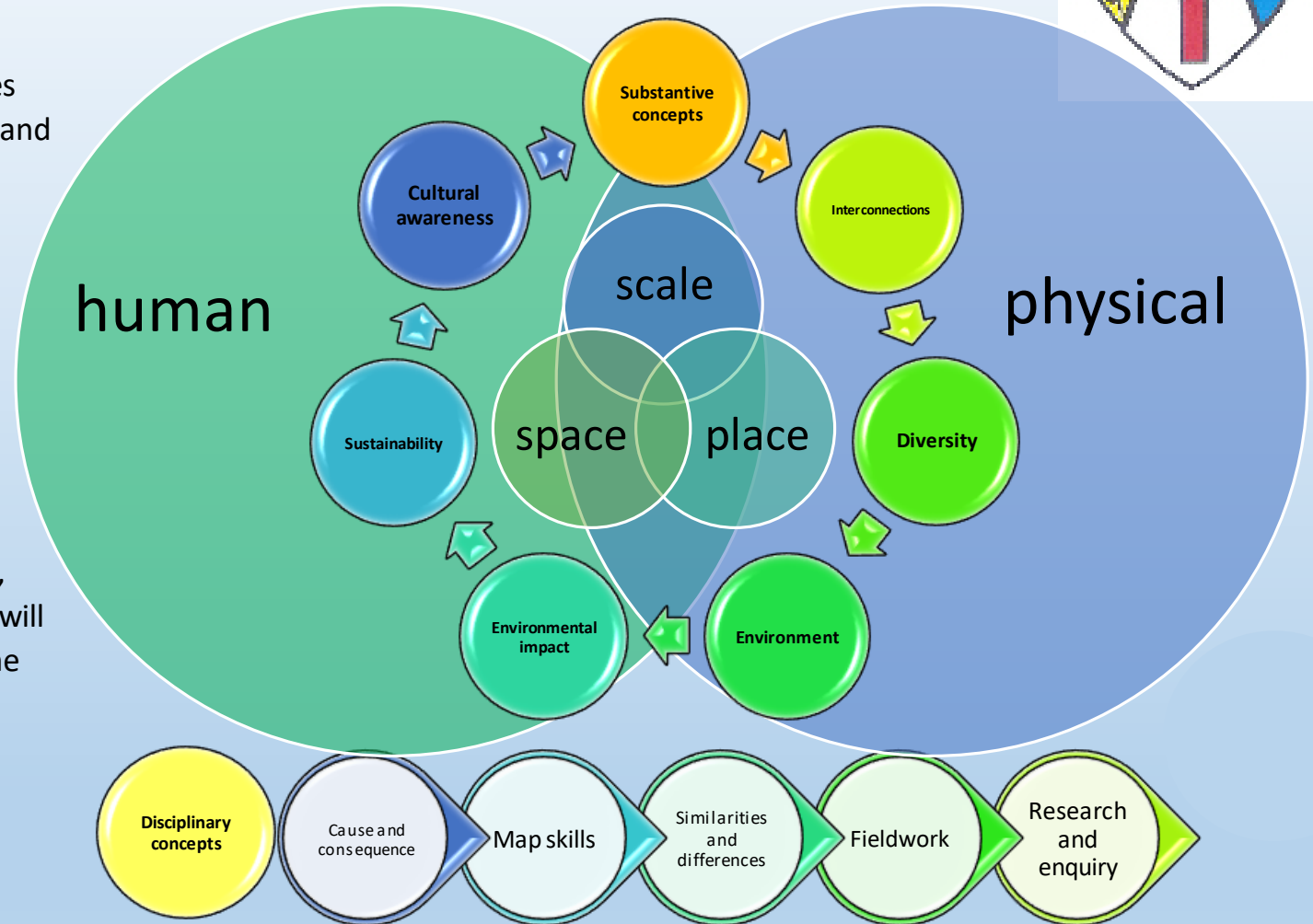


To be a geographer at Deanery CE Primary School



Our geography curriculum inspires our children to develop curiosity and fascination of the people, places, environment and world in which they live, beginning with their immediate environment in EYFS. They will increase their knowledge and understanding of Walmley and their local area, the United Kingdom, as well as Europe and North and South America through fieldwork, study and analysis. Our children will deepen their understanding of the interaction between human and physical geography, developing understanding of the world.



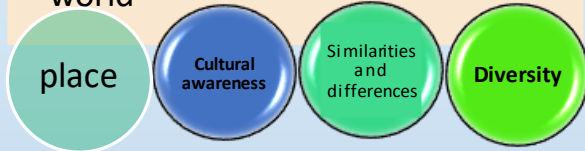
As children progress through the school they will develop a greater understanding of subject specific vocabulary relating to physical and human geography and apply increasing complexity of geographical skills to enhance their locational and place knowledge.

Nursery

All about me

People who help us

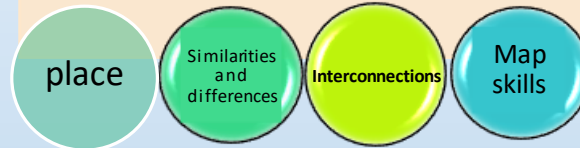
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – create books and displays about children’s families around the world



Animals and pets

Growing

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos –
- link to animals around the world



Minibeasts

The seaside

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – holidays



Reception

Me and my community

Festivals and celebrations

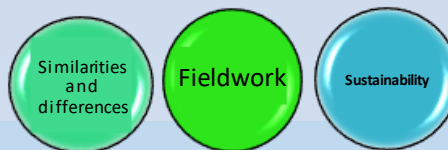
- Draw information from a simple map – my classroom, my playground
- Familiarise children with the name of the road, and or village/town/city the school is located in.
- Visit to Walmley –post a letter
- Understand the effect of changing seasons on the natural world around them.



Author- Julia Donaldson

Food

- Understand the effect of changing seasons on the natural world around them
- Recognise some environments that are different from the one in which they live
- Recognise some similarities and differences between life in this country and life in other countries.



Big wide world

Toys

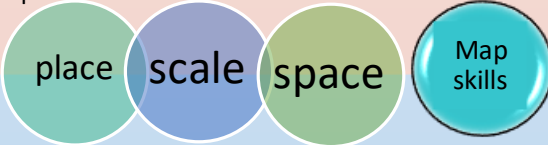
- Recognise some similarities and differences between life in this country and life in other countries.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live compare to the seaside
- Understand the effect of changing seasons on the natural world around them.



Year 1

Where can the Naughty Bus go in our school or grounds?

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple compass directions (N, S, E, W) and locational/ directional language [e.g., near & far; left & right], to describe location of features & routes Identify seasonal & daily weather patterns in the UK



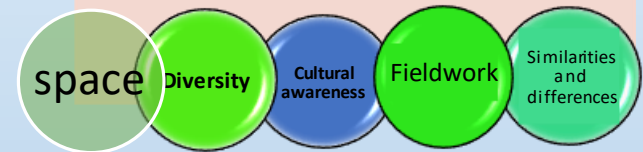
How has shopping changed since my great grandparents were 5 or 6?

- Use basic geographical vocabulary to refer to: Locate shops on a simple map of the local area.
- Fieldwork of the local area e.g. looking at shops in the locality – look at how buildings/ shops have changed over time (linked to History unit – changes within living memory
- Identify seasonal & daily weather patterns in the UK



How can we welcome new people to our local area?

- 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 (Pointe a Pierre in Trinidad)
- Identify seasonal & daily weather patterns in the UK cont.
- Use fieldwork to identify the key humans and physical features of the surrounding environment to compare with Pointe a Pierre in Trinidad.



Year 2

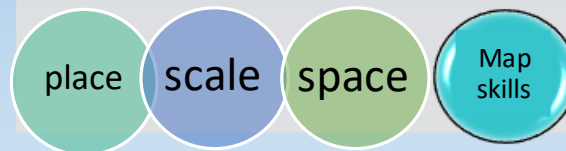
What is the UK?

- Name, locate & identify the 4 countries & capital cities and the 4 surrounding seas of the UK.
- Start with a focus on London (Link with Great Fire/ Gunpowder Plot/ Remembrance)
- Use aerial photographs to recognise landmarks & basic human/physical features; devise a simple map, use & construct basic symbols in a key.
- Use maps to identify UK & its countries



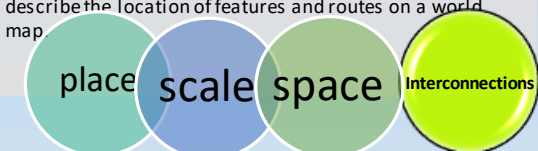
What is our local area like and what/who should we remember?

- Use basic geographical vocabulary to refer to: key physical and human features.
- Map skills



Time Travellers. Can we be great explorers?

- Name & locate world's 7 continents & 5 oceans
- Use world maps, atlases and globes to identify the countries, continents & oceans studied at KS1.
- In the context of the explorers. E.g Armstrong's view of Africa/ North America, identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use simple compass directions (N, S, E, W) and locational and directional language [e.g., near & far; left & right], to describe the location of features and routes on a world map.



Year 3

Is the UK landscape the same in every region? Do the rocks influence landscape?

- **UK:** name & locate geographical regions, their identifying human & physical characteristics, key topographical features (hills & mountains & coasts) Refer to West Midlands.
- Physical geography: mountains, hill and coasts
- use 8 points of a compass, (including the use of O.S. maps) to build their knowledge of the UK, use contours.
- Use fieldwork to observe, measure, record and present the uses of rock in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use NLS map & go for a local walk – annotate on local map.

place

scale

Environmental impact

Fieldwork

When would you prefer to live: Stone Age Bronze Age or Iron Age?

- **UK Human Geography** – Notice how the earliest settlements in this country were on a river
- Understand how land-use patterns changed over time- from earliest settlements from Stone Age to Iron Age.
- Physical geography: rivers

space

Sustainability

Environmental impact

Early city builders. What did all four ancient civilizations have in common?

- Physical geography: importance of rivers, mountains Link to earliest civilisations (not features) - use maps atlases globes & digital/computer mapping to locate countries, describe features studied- use 8 points of a compass, symbols & key to build knowledge

space

Interconnections

Map skills

Diversity

Cultural awareness

Year 4

Europe Past and Present. Are we still part of Europe?

- Locate countries, using maps to focus on Mediterranean Europe concentrating on environmental regions, key physical/human characteristics, countries, and major cities. Use maps atlases globes & digital/computer mapping to locate countries and describe features studied.
- How did the geography of Greece lead to the spread of the Greek Empire across the Mediterranean and ultimately lead to their influence on the Western World.
- Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals & water

place

scale

Interconnections

Cultural awareness

Diversity

Map skills

Europe Past and Present continued What was the impact of the Roman Empire on Britain?

- Locate countries, using maps to focus on Northern Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries and cities
- Use maps atlases globes & digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals & water
- Use maps atlases globes & digital/computer mapping to locate countries and capital cities
- Use 8 points of a compass to locate countries in relation to each other. 4-figure grid references on Ordnance Survey maps to build their knowledge of the UK of some Roman cities.

place

scale

Interconnections

Diversity

Cultural awareness

How is the region of the West Midlands the same or different to the Naples Bay region of Italy?

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (OS map skills) & a region in a European country e.g. Naples Bay/ Volcanoes & Earthquakes
- Study of European rivers. Describe & understand key aspects of physical geography: the water cycle – compare the weather of the West Midlands to Naples Bay.
- Describe and understand key aspects of physical geography: volcanoes, earthquakes

place

Map skills

Similarities and differences

Environmental impact

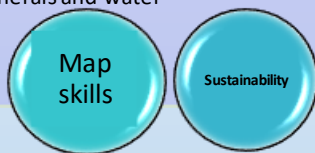
Who got what in the struggle for England??

- Name and locate counties and cities of the United Kingdom,
- Use 8 points of a compass, four and six-figure grid references linked to city centres and specific features, on O.S maps to build their knowledge of the UK Scale
- 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.



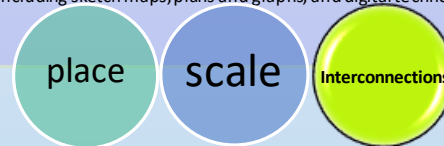
How were the Mayans more or less advanced than Britain in 900 A.D.?
How did the geography of C. America affect the Mayan civilisation?

- Locate countries of Central America (linked to the Maya), concentrating on environmental regions, key physical/human characteristics, countries & major cities.
- Use maps atlases globes & digital/computer mapping to locate countries and describe features studied..
- Physical geography: climate zones, biomes and vegetation belts.
- Describe and understand key aspects of 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



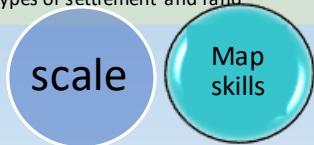
Is there more to North America than just Disney/USA?
How does the West Midlands compare to the Great Lakes (including the Niagara Falls?)

- Locate countries, using maps to focus on N. America, (USA & Canada) concentrating on environmental regions, key physical/human characteristics, countries & major cities.
- Use maps atlases globes & digital/computer mapping to locate countries and describe features studied.
- Understand geographical similarities and differences through the study of human and physical geography of a region in the UK, and within N. America (Great Lakes/ Niagara Falls) Scale continued.
- Describe & understand key aspects of physical/ human geography, incl: types of settlement/land use, economic activity, trade links, distribution of natural resources including energy, food, minerals and water
- Identify the position and significance of longitude, the Prime/Greenwich Meridian and time zones (including day and night)
- River study - describe features of rivers studied.
- Use fieldwork to observe, measure, record and present the human and physical features in a river study, using a range of methods, including sketch maps, plans and graphs, and digital technologies



What can I tell about Oswestry from an Ordnance Survey map?

- Apply their earlier use and understanding of Ordnance Survey Maps to find out about the location of the Residential e.g. 6-figure grid refs, symbols, key, distance etc. to build their knowledge of the UK and use in fieldwork on location to observe, measure, record and present human/physical features using range of methods e.g sketch maps, plans, graphs, digital technologies.
- Locate the world's countries, using maps to focus on South America, concentrating on environmental regions, key physical & human characteristics, countries, and major cities-
- Use maps atlases globes & digital/computer mapping to locate countries and describe features studied.
- Physical geography: climate zones, biomes and vegetation belts.
- Describe and understand key aspects of human geography, including: types of settlement and land



Why did migrants come to Britain, what were their experiences and what was the impact of migrants to Britain?

- Locate the countries of the world from where the migrants came to Britain from and where they settled. Use Ordnance Survey maps) to build their knowledge of the UK



What's significant about Sutton Coldfield and beyond?
Choices – I'm a Year 6 get me out of here! Where can I go next? How can I make a difference?

- A local study – Sutton Coldfield over time.
- combined with Local Area in Geography.
- Consolidate the use of Ordnance Survey Maps 8 points of a compass, 6-figure grid refs, symbols, key (including use of O.S.maps) to build their knowledge of the UK and fieldwork

