



Curriculum Map

Geography

Intent:

At West Heath Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We want children to know that geography is all around us, from the beginning of and until the end of time. By creating an enquiry-led curriculum, we believe children will become engrossed in their topic and given a focus to strive towards within their learning. In KS1, children focus on their immediate, current geography, branching out from their local area, to exploring the United Kingdom and being able to compare our capital city to that of one in the wider world. As children progress through to KS2, they explore how human and physical geography shape our world, looking at how they play a part in influencing each other; they learn about the world's natural elements such as disasters and land formations, along with human uses of land around the world.

Implementation:

Our curriculum has been designed around key substantive geography themes. These are: place and space, mapping, environment and Earth systems. Topics provide opportunities to develop these themes and make links between different aspects of the world around us. These topics also allow for children to make links with fundamental British values of individual liberty, the rule of law, mutual respect and democracy as well as looking how society has developed overtime, by developing an understanding of the fact that the world's resources are not equally spread. Enquiries are chosen systematically and build on existing knowledge acquired the previous year: e.g., learning about the UK in Year 1 and then branching out to the continents in Year 2.

Year Group	Topics	Place and Space	Mapping	Environment	Earth Systems
1	My Local Area	✓	✓	✓	
	The Weather	✓	✓	✓	✓
	The UK	✓	✓	✓	
2	Continents and Oceans	✓	✓	✓	
	Birmingham vs Kenya	✓	✓	✓	✓
	Hot and Cold Places	✓	✓	✓	✓
3	Settlement Changes	✓	✓	✓	
	Land Use	✓	✓	✓	✓
	Biomes	✓	✓		✓
4	Volcanoes and Earthquakes	✓	✓	✓	✓
	Water Worlds	✓	✓	✓	✓
	The Mediterranean	✓	✓	✓	✓
5	Global Trade	✓	✓	✓	

	Mountains		✓	✓	✓
	Coasts	✓	✓	✓	✓
6	South America	✓	✓	✓	✓
	Wealth and Economy	✓	✓	✓	✓

Every geography lesson (Years 2 -6) begins with a 'Where in the World?' activity; these short sessions reinforce prior learning from previous year groups along with current learning and some exposure to upcoming topics. The aim of this starter activity is to recall, embed and secure key geographical learning. A progression of skills map is followed to ensure coverage and that skills are being built upon throughout children's Geography journey; the skills are: mapping, observation and fieldwork, data analysis, interpretation, geographical vocabulary, compare and contrast. Fieldwork is highlighted in red on the curriculum map and takes place in every year group. Through a question-based, enquiry approach, we believe children will become engrossed in their topic and given a continuous focus throughout. Children are introduced to the enquiry question in their first lesson of the topic and understand they will answer it at the end, using all the knowledge they have acquired throughout the half-term. This means an inherent thread is intertwined throughout curriculum maps, planning, delivery and assessment. Although each lesson will have a different outcome and skill development, the children understand that new knowledge, wedded with prior knowledge, will help them answer their over-arching topic question. This answer, teamed with teacher assessment, is used to form an overall assessment.

Impact:

At West Heath, we are mindful of the significance and scope for geography and seek to maximise its benefits through a carefully selected knowledge-led curriculum, based on the National Curriculum guidelines. The National Curriculum has a similar, broad and wide-reaching expectation that geography should inspire, motivate and promote meaningful opportunities for children to reflect on their own values and society.

A high-quality geography education should inspire pupils with knowledge about diverse places, people and natural and human environments together with a deep understanding of the Earth's key physical processes. Geography presents a unique contribution to the National Curriculum. It studies peoples' interaction with the environment and allows children to explore social, environmental, economic and political aspects of place, whilst comparing local and global settings. At West Heath, we see the importance of giving geography its own independence and importance and take all opportunities across other subjects as a chance to bring their geography topics to life.

Early Years:

In EYFS, geography is not taught as a discrete subject but is embedded within the broader context of "Understanding the World." Children explore their immediate environment through play and hands-on experiences – such as looking at vegetables and texts related to this – which lays the groundwork for geographical thinking.

Children have a topic lesson once a week, which focuses on the objectives; this is then implemented into the environment for children to access during continuous provision.

Development Matters Reception

- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them
- Recognise some environments that are different to the one in which they live

Early Learning Goals

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- 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

The Natural World

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons

How this is achieved in EYFS

- Explore different living environments and different types of houses and homes
- Look at maps of our local area. Maps linked to topics of the week such as pirates – treasure maps, map for Little Red Riding hood, world map, globe, construction – build aeroplane – maps.
- Look at where we live and talking about what we see on the way to school – make own maps of walking to school
- Local walk and drawing a map of it, identifying key features
- Learn what country and city we live in
- Weekly forest school sessions to explore seasonal changes – seasonal sketches of trees, walks around school grounds
- Daily weather and season check in
- Explore a range of stories with different environments (farm, space, woodlands, under the sea)
- Explore and describe the environment we live in and compare to others. For example, Pakistan, or Africa.
- Living things including minibeasts

As children move into KS1, they begin to engage with geography in a more structured and focused manner. They start to build on the foundational experiences from EYFS and develop a deeper and more systematic understanding of the world.

Geography Curriculum						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Year 1						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toys	Remembrance	Local Area	The Weather	Intrepid Explorers	The United Kingdom
Vocabulary			far, near, left, right, local, forest, hill, shop, housing, park, map, key, route, compass, North, East, South, West	forecast, symbols, seasons, Spring, Summer, Autumn, Winter, data, thermometer		United Kingdom, Island, coast, mountain, moorland, lake, river, capital city, farm, industry, roads, loch, highland
Focus Question			What is in my local area? <u>Place and Space, Mapping, Environment</u>	Why does the weather change? <u>Place and Space, Mapping, Environment, Earth Systems</u>		What is the United Kingdom like? <u>Place and Space, Mapping, Environment</u>
HEAD Knowledge			• know what my local area is called • know what is in my local area • observe and recognise key features of my local area • use a simple map and key • create a map of my local area • use cardinal compass directions	• know what weather is • identify weather patterns in the UK • know what the 4 seasons are • identify seasonal changes		• the four countries of the United Kingdom • the UK's surrounding seas • capital cities of the UK • human and physical features of the four countries • similarities and differences between the countries

HANDS Skills			• mapping • observation and fieldwork • geographical vocabulary Fieldwork: local walk	• observation and fieldwork • geographical vocabulary • data analysis • interpretation • compare and contrast Fieldwork: weather survey and ongoing observation/ data collection throughout topic		• mapping • interpretation • compare and contrast • geographical vocabulary
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Geography Curriculum						
Year 2						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Great Fire of London	The Gun Powder Plot	Continents and Oceans	Birmingham vs Nairobi	Titanic	Hot and Cold Places
Focus Question			What does our world look like? <u>Place and Space, Mapping, Environment</u>	What are the main similarities and differences between Birmingham and Kenya? <u>Place and Space, Mapping, Environment, Earth Systems</u>		Where are the hot and cold places and how are they different? <u>Place and Space, Mapping, Environment, Earth Systems</u>
Vocabulary			globe, Earth, continent, Asia, Africa, North America, South America, Antarctica, Europe, Australia, ocean, Pacific, Arctic, Atlantic, Indian, Southern	human features, physical features, town, village, desert, pyramid, mountain, national park, savannah, cliff, soil, vegetation, valley, port, harbour		equator, poles, Antarctic, Arctic, region, climate, humid, rain, fall, glacier, polar compare, data
HEAD Knowledge			• know that the Earth is a globe • What the world looks like • Where England is within the world • What the seven continents are • What the seven continents are like • What the five oceans are	• Know where Birmingham is • Know human and physical features of Birmingham • Know where Nairobi is • Know human and physical features of Nairobi • Similarities and differences between the two cities Fieldwork: ongoing temperature observation between Birmingham and Nairobi		• know where the equator and poles are • know where the hottest and coldest places are • know what hot places are like • know what cold places are like • similarities and differences between hot and cold places Fieldwork: analyse annual climate data for hot and cold places (secondary data)

HANDS Skills			• mapping • geographical vocabulary • interpretation	• geographical vocabulary • interpretation • mapping • compare and contrast • data analysis		• geographical vocabulary • interpretation • mapping • compare and contrast • data analysis
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Geography Curriculum						
Year 3						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age	Bronze Age	Settlement Changes (Bournville)	Land Use in the UK	The Egyptians	Biomes
Focus Question			How has Bournville changed over time? Place and Space, Mapping, Environment	How is land used in the UK? Place and Space, Mapping, Environment, Earth Systems		What are the world's biomes like? Place and Space, Mapping, Earth Systems
Vocabulary			settlement, development, landmarks, survey, workforce, environment, canal, railway, population	Population, agriculture, arable, pastoral, mixed farming, residential, commercial, transport, recreational, forest and woodland, wetland, urban, rural		biome, tropical, rainforest, savannah, tundra, tropics, humid, Amazon, canopy, forest floor, grassland, poles, Arctic, iceberg
HEAD Knowledge			- Past features of a local settlement - Present-day features of a local settlement - Human and physical features - Geographical similarities and differences - Suitability for a successful settlement - How Cadburys influenced the settlement - Why settlements change over time	- Know some UK cities - Know types of land use - Know notable human and physical features of the UK - Identify human and physical features of our local area - Consider the impact of human and physical features		- Know what a biome is - Name and locate some biomes - Know key features of a tropical rainforest - Know key features of a savanna - Know key features of a tundra

HANDS Skills			• Mapping • observation and fieldwork • interpretation • compare and contrast Fieldwork: Bournville village survey and observation	• geographical vocabulary • mapping • geographical vocabulary • compare and contrast • observation and fieldwork Fieldwork: on-site observation walk		• geographical vocabulary • mapping • interpretation • compare and contrast
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Geography Curriculum						
Year 4						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Romans	After the Romans	Volcanoes	Water worlds	The Maya	The Mediterranean
Focus Question			How do volcanoes impact our planet? <u>Place and Space, Mapping, Environment, Earth Systems</u>	Why is water so precious? <u>Place and Space, Mapping, Environment, Earth Systems</u>		Why do people want to go on holiday to the Mediterranean? <u>Place and Space, Mapping, Environment, Earth Systems</u>
Vocabulary			volcano, magma chamber, magma, main vent, secondary vent, crater, lava, core, tectonic plates, eruption, crust, 4 figure grid reference, natural disaster, Richter scale, active, dormant, lahars	intercardinal, county, region, shire, precipitation, condensation, evaporation, dam, reservoir, domestic, industrial, agricultural, conserve, renewable, non-renewable, energy source.		Intercardinal, European, North East, South East, South West, North West, Mediterranean, , landscape, coast, port, terrain, scenic, marina. attraction
HEAD Knowledge			- Know what a volcano is - Know the features of a volcano - Know how a volcano forms - Know common places for volcanoes and why - Know what causes an eruption - Know advantages and disadvantages of living in a volcanic area	- Know intercardinal compass directions - Locate counties of England - Understand the water cycle - Know where Birmingham's water comes from - Know main types of water usage - Importance of water conservation		- Locate major European countries - Locate places with the European region: the Mediterranean - Know the physical features of the Mediterranean - Know the human features of the Mediterranean - Consider advantages and disadvantages for those that live there

			Know about notable eruptions			
HANDS Skills			- Mapping - interpretation - geographical vocabulary - compare and contrast - observation	- Mapping - Observation and fieldwork - Interpretation - Geographical vocabulary - Compare and contrast Fieldwork: school site walk		- Mapping - Interpretation - Data analysis - Geographical vocabulary - Compare and contrast

Geography Curriculum						
Year 5						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Industrial Revolution	Heroes and Villains of the Monarchy	Global trade	Mountains	Ancient Greece	Coasts
Focus Question			What impact does global trade have around the world? <u>Place and Space, Mapping, Environment</u>	How do hills and mountains shape land and lives? <u>Mapping, Environment, Earth Systems</u>		How does coastal erosion affect us? <u>Mapping, Place and Space, Environment, Earth Systems</u>
Vocabulary			global trade, overseas, import, export, globalisation, exchange, links, politics, national, borders, locally sourced, impact, national, supply chain, fair trade, producer	panoramic, toposcope, slope, geology, ridge, summit, valley, sediment, fold mountain, subduction, steep, peak, landform		coastline, erosion, sediment, landforms, caves, arches, sea stacks, sediment, deposit, tourism, sea wall, jetty, landslide, displace
HEAD Knowledge			- Know what is meant by global trade - Know about the Silk Road - Know how trade has developed over time - Understand the impact of global trade worldwide - Know main UK exports - Understand intentions of Fair Trade	- Identify human and physical features of hills and mountains - Know names of some mountains - Know how mountains and hills are formed - Know the affect on the surrounding landscapes - Know the human geography of these regions - Compare and contrast mountainous/ hilly regions		- Know that the United Kingdom is an island surrounded by coastline - Know features of a coastline - Know about coastal regions in the United Kingdom - Know what erosion looks like - Know that erosion happens naturally - Know how human activity affects coastline

HANDS Skills			• Mapping • interpretation • geographical vocabulary • compare and contrast • data analysis Fieldwork: data collection (secondary data)	• Mapping • interpretation • geographical vocabulary • compare and contrast • observation and fieldwork Fieldwork: exploring the Malvern Hill features		• Mapping • interpretation • geographical vocabulary • compare and contrast
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Geography Curriculum						
Year 6						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	WW2	Rebuilding Britain	South America	Wealth and Economy	Make Money Grow – Citizenship Project Transition	
Focus Question			How does life in South America compare to life in the UK? Place and Space, Mapping, Environment, Earth Systems	Who benefits from North America's wealth? Place and Space, Mapping, Environment, Earth Systems		
Vocabulary			longitude, latitude, Tropic of Capricorn / Cancer, Hemisphere, climate zone, time zone, Prime Meridian, urbanisation, push factor, pull factor, migrate, favela, slum	6-figure grid reference, northings, eastings, GDP, economy, infrastructure, megacity, economic, poverty, landscape, carbon emissions		
HEAD (Knowledge)			- Locate and identify lines of latitude and longitude - Know how they influence climate zones - Know how Greenwich Meantime works - Locate the countries of South America - Know human and physical features of landscape - Know what the climate in Brazil is - Know why people migrate	- Locate countries of North America - Know how wealth is gained and measured around the world - Know why North America is wealthy - Know what a megacity is - Identify and understand inequality in wealth - Understand the environmental impact of wealth		

			• Understand the effects of urbanisation and migration		
HANDS (Skills)			• Mapping • interpretation • geographical vocabulary • compare and contrast • data analysis • observation and fieldwork	• Mapping • interpretation • geographical vocabulary • compare and contrast • data analysis • observation and fieldwork Fieldwork: data analysis (secondary data)	