



# Swaffham Primaries Partnership



Geography Curriculum

# Geography Intent

National Curriculum '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.'

## Through the curriculum our children will:

- experience diversity of faiths, nationality and culture
- learn more about contrasting localities nationally and internationally
- understand the impact we have on our locality and planet
- develop independence and resilience, make mistakes and know that it is ok to do so and learn from them
- be stretched beyond their comfort zone and be taught to manage risks with confidence
- have opportunities to collaborate and reason in practical tasks
- share their ideas and listen to alternative viewpoints

**The following questions will be asked and answered over the course of a unit whenever a new geographical region or concept is studied:**





<b>Characteristics</b>	What are the characteristics of the physical landscape of the area? Who lives there? What is the capital city? How are the rural and urban areas the same and different in this place?
<b>Location</b>	What continent is this place in? What are the surrounding oceans? Is the place in the northern or southern hemisphere? Is the place near or far from the equator/ poles? Can I locate this place on a map? Can I draw this place on a map?
<b>Climate</b>	What is the weather like? What clothes do people wear? What food do people eat and does the climate affect what can be grown? What hemisphere is the place in?

	<p>Is it near the equator/ near the poles?</p> <p>How does the climate effect the soil/ ability to grow crops?</p> <p>How has climate changed?</p>
<b>Physical Geography</b>	<p>Which (terrestrial) biomes are found here? (Rain Forest/Deciduous Forest/Desert/Temperate Grassland/Tropical Grassland/ Taiga/Tundra)</p> <p>What lives there?</p> <p>What is the elevation like?</p> <p>Which major rivers and valleys are found here?</p> <p>Which major mountains are found here?</p> <p>Which natural disasters are known to happen here?</p>
<b>Human Geography</b>	<p>Who lives there?</p> <p>Which major landmarks are found here?</p> <p>What human-made features are found here?</p> <p>How was the land used here now and in the past?</p> <p>What types of settlement are found here?</p> <p>What kinds of economic activity happen here?</p> <p>Which natural resources can be found here?</p> <p>What is its population?</p> <p>(If studying a country) What do they export and where do they export it to?</p> <p>(If studying a country) What do they import and where do they import it from?</p>
<b>Settlements</b>	<p>Who lives here?</p> <p>Why do people live here?</p> <p>How long have people lived here?</p> <p>What is the history of movement in this area?</p>
<b>Other questions to ask</b>	<p>What is the place famous for?</p> <p>What kind of food is eaten there?</p> <p>Which religions are followed there?</p> <p>Which famous people are from there?</p> <p>What are houses and buildings like there?</p> <p>What happened there in the past?</p> <p>Which sports are played there?</p>

	What is it like to live there?
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# Core Concepts







Core concepts are revisited thus building upon children's knowledge and understanding



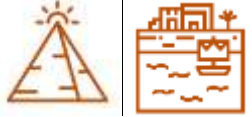









	Definition	Coverage
 <p><b>Location and Fieldwork</b></p>	<p>The practical skills of observing and recording our local geography. Including techniques and empirical approaches to exploring and recording the features of our local area, map making, developing of map skills/sense and the practical application of orienteering and map skills.</p>	<p>Children explore aerial photographs of their local area and create their own maps early on to develop their map sense. They transpose this knowledge onto atlases to begin to understand how we map our world and use this information to explore. Children go on to develop field work skills by exploring local areas of interest including historic sites, local coastlines, the fens and their own village, using maps to navigate and explore with increasing independence and confidence. In KS2 children are challenged to put their fieldwork and orienteering skills to test with a local, adventurous hiking expedition.</p>
 <p><b>Places and Geographical Features</b></p>	<p>Understanding and exploring how the world is divided, how we label these divisions and the geographical features that make each region unique.</p>	<p>Using the map skills and developing map sense children gain from their location and field work, pupils begin to explore and compare to a range of continents and countries, including: including African, Tanzania, Egypt, South America, St. Lucia, Europe and the UK. More locally, we focus on how the UK is divided and labelled and explore in depth the fens, Ely, our local coastline, our local village, Cambridgeshire and London.</p>
 <p><b>Human Interaction and Impact</b></p>	<p>Exploration of the impact of humanity on the environments they inhabit and how our environments have shaped humanity too.</p>	<p>From local farming, to coastlines, to the fens; we explore how humanity has shaped and benefitted from our unique local geography. Then with a wider look at Fairtrade and climate change in KS2 children explore how humanity can positively and negatively shape our world.</p>
 <p><b>Movement</b></p>	<p>Understanding how movement of people, information and goods shapes our geographical world.</p>	<p>With an initial focus on local tourism children begin to explore how we are attracted to different areas for different reasons. Children develop their understanding of the UK and the fen's attractiveness to farmers and explore this same attraction within the context of some of the earliest civilizations: The Ancient Egyptians and the Nile. Children move on to develop an understanding of borders and the impact WW2 on borders and the movement of people across Europe moving on to explore this within the context of the modern European Union. In KS2 children also have a focus on trade and the impact this movement has on communities.</p>













## Substantive Vocabulary

# Geography Overview

Africa	Earth	Map	Scale	Weather
Altitude	East	Meridian	Sea	West
Antarctic Circle	Equator	Miles	Sea Level	World
Antarctica	Europe	Mountain	South	
Arctic	Globe	Mountain Range	South America	
Arctic Circle	GPS	Nation	South Pole	
Asia	Hemisphere	North	Southeast	
Atlas	Human geography	North American	Southwest	
Border	Island	North Pole	Street map	
Capital city	Key	Northeast	Territory	
City	Kilometres	Northwest	Time zone	
Compass	Land	Ocean	Tropic of Cancer	
Continent	Landform	Physical geography	Tropic of Capricorn	
County	Latitude	Pole	Tropics	
Country	Legend	Prime Meridian		
	Longitude	Region		
		River		







		Autumn	Spring	Summer
EYFS	Year A	<p>Learning themes taught in the EYFS differ each year in order to follow the interests of each cohort. This is in line with the Early Years Foundation Stage Framework. Skills associated with Geographical content will be embedded within these learning themes.</p> <p>e.g All about me, Journeys, Polar Explorers, London, Seasons</p>		
KS1	Year A	<p>The Swaffhams From the Sky</p> 	<p>Navigation</p> 	<p>Farming in the UK</p> 
	Year B	<p>My Capital City</p> 	<p>Tanzania</p> 	<p>Coastlines</p> 

Lower KS2	Year A	<p>Exploring: Wandlebury Hill Fort</p> 	<p>Wish you were Here</p> 	<p>Egypt</p> 
	Year B	<p>The UK and Europe</p> 	<p>The Fens</p> 	<p>Swaffhams vs Amsterdam</p> 
Upper KS2	Year A	<p>Latin America</p> 	<p>Borders of Europe</p> 	<p>Colonies: The Commonwealth</p> 
	Year B	<p>Adventure is out there</p> 	<p>Aid or Fairtrade</p> 	<p>Our Changing World</p> 

		Autumn	Spring	Summer
EYFS	Year A	<p>The Early Years Foundations Stage Framework provides the opportunity to observe how children interact with their environment and how the environment influences them. The early learning goals Our EYFS aim is to guide children into making sense of their physical world and their community by exploring, observing, and finding out about people, places, and the environment.</p>		
KS1	Year A	<p><b>My Capital City</b></p> <p>What is London like? How does London compare to the Swaffhams?</p> 	<p><b>Tanzania</b></p> <p><i>Where is life like in rural Tanzania? How did Vasco da Gama know where he was going?</i></p> 	<p><b>Coastlines</b></p> <p>How are our coastlines shaped? What are the features of our coastlines?</p> 
	Year B	<p><b>The Swaffhams From the Sky</b></p> <p>What does my village look like from a plane? What is a map and how does it work?</p> 	<p><b>Navigation</b></p> <p>The 5 oceans and 7 continents. How did Christopher Columbus know where he was going? What is an atlas and how does it work?</p> 	<p><b>Farming in the UK</b></p> <p>Is the UK a good place to farm? What impact does farming have on nature?</p> 
Lower KS2	Year A	<p><b>Wandlebury Hill Fort</b></p> <p>How has Wandlebury Hill changed since the stone age? How can we use a map to explore (orienteering)?</p> 	<p><b>Wish you were Here</b></p> <p>What is tourism? What attracts people to my local area?</p> 	<p><b>Egypt</b></p> <p>Why was the Nile so important to the success of the Ancient Egyptians? What attracts people to the Nile Valley now-a-days?</p> 
	Year B	<p><b>The UK and Europe</b></p> <p>What is Europe and how it is divided? How is the UK divided?</p> 	<p><b>The Fens</b></p> <p>Why is farming so special in the fens? What makes Ely a unique city? Where do the Eels of Ely go each Autumn?!</p> 	<p><b>Swaffhams vs Amsterdam</b></p> <p>How does traffic impact our and other communities around the world? Which place is "safest"?</p> 



# Skills Progression

Upper KS2	Year A	<p>Latin America</p> <p>How does Latin America compare to Europe? What is special about the Amazon?</p> 	<p>Borders of Europe</p> <p>How did WW2 shape the borders of Europe? How do the borders of Europe and membership of the European Union continue to change today?</p> 	<p>Colonies: The Commonwealth</p> <p>What is the Commonwealth and how was it created? What is the impact and relevance of the Commonwealth today?</p> 
	Year B	<p>Adventure is out there</p> <p>How can we practically apply orienteering and map skills?</p> 	<p>Aid or Fairtrade</p> <p>What is the difference between Fairtrade and aid donations? How does Fairtrade impact the communities at both ends of the supply chain?</p> 	<p>Our Changing World</p> <p>What is the ultimate human impact on our global community? How does this affect us locally? What should we be (or had been) doing about it?</p> 

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Geographical enquiry</p> <p>Understand human &amp; physical differences</p>	<p>Teacher led enquiries, to ask and respond to questions.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Use information books/pictures as sources of information.</p>	<p>Teacher led enquiries, to ask and respond to questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings</p> <p>Make observations about where things are e.g. within school or local area.</p>	<p>Children encouraged to ask and respond to simple geographical questions; Where is it? What's it like?</p> <p>Use Non-Fiction books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p>	<p>Ask/initiate geographical questions about places and the environment.</p> <p>Use non-fiction books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale</p> <p>Begin to collect and record evidence</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p>	<p>Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature,</p>

							look at patterns and explain reasons behind it
<b>Direction</b>	Use prepositional language (e.g. on, under, next to, beside, in front, behind)	Follow directions (Up down, left/right, forwards/backwards)  Introduce North, South, East, West  Use bee bots / digital devices	Follow directions as yr 1 and inc'. NSEW  Use bee bots / digital devices	Use 4 compass points to follow/give directions  Use letter/no. coordinates to locate features on a map.	Use 4 compass points well:  Begin to use 8 compass points;  Use letter/no. coordinates to locate features on a map confidently.  Identify the position and significance of equator, northern hemisphere and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle.	Use 8 compass points;  Begin to use 4 figure co-ordinates to locate features on a map.  The prime/Greenwich meridian and time zones	Use 8 compass points confidently and accurately;  Use 4 figure coordinates confidently to locate features on a map.  Begin to use 6 figure grid refs;  Use latitude and longitude on atlas maps.
<b>Locational Knowledge</b>	Know where they live and identify key features of their local environment  Begin to learn names of some places of personal significance (e.g. where grandparents live, where they go on holiday)	Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	Locate and name on UK map major features e.g. capital cities, 4 countries, River Thames, home location, seas.  Know the names of the 7 continents and 5 oceans	Locate countries in Europe including Russia, France, Germany, Spain, Italy, Greece,  Begin to locate and name cities of the UK	Locate countries within the Middle East and Africa and Antarctica and the Arctic – key physical and human characteristics, environmental regions, countries and major cities.  Locate and name cities of the UK	Locate Australia, New Zealand and countries in the South Pacific - key physical and human characteristics, environmental regions, countries and major cities.  Locate geographical regions of the UK and their identifying physical and human characteristics, key topographical features (hills, mountains, coasts and rivers), land use patterns, and how these have changed over time.	Locate countries within Asia and North and South America - key physical and human characteristics, environmental regions, countries and major cities.  Locate geographical regions of the UK and their identifying physical and human characteristics, key topographical features, land use patterns, and how these have changed over time.

<p style="text-align: center;"><b>Geographic al skills and Fieldwork</b></p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Draw picture maps of imaginary places and from stories.</p> <p>Use own symbols on imaginary map.</p> <p>Use picture maps and globes</p> <p>Use a simple picture map to move around the school;</p> <p>Recognise that it is about a place.</p>	<p>Draw a map of a real or imaginary place.</p> <p>Add detail to a sketch map from aerial photograph – landmarks &amp; basic human / physical features</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p> <p>Follow a route on a map.</p> <p>Use a plan view.</p> <p>Use an infant atlas to locate places.</p> <p>Find land/sea on globe.</p> <p>Use teacher drawn base maps.</p> <p>Use an infant atlas</p>	<p>Try to make a map of a short route experienced, with features in correct order;</p> <p>Try to make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Use standard symbols.</p> <p>Use ICT / digital devices</p> <p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Begin to identify points on maps A, B and C</p> <p>Use large scale OS maps.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p>	<p>Make a map of a short route experienced, with features in correct order;</p> <p>Make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map.</p> <p>Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Identify features on aerial/oblique photographs.</p> <p>Begin to identify significant places and environments</p> <p>Begin to use fieldwork to measure, observe, record and present the human and physical features in the local area</p>	<p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p> <p>Identify significant places and environments</p> <p>Use fieldwork to measure, observe, record and present the human and physical features in the local area</p>	<p>Draw a variety of thematic maps based on their own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise OS map symbols;</p> <p>Use atlas symbols.</p> <p>Follow a short route on an OS map. Describe features shown on OS map.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</p> <p>Use OS maps.</p> <p>Confidently use an atlas.</p> <p>Recognise world map as a flattened globe.</p> <p>Confidently identify significant places and environments</p> <p>Confidently use fieldwork to measure, observe, record and present the human and physical features in the local area</p>
<p style="text-align: center;"><b>Scale/Distance</b></p>	<p>Use relative vocabulary (e.g. bigger/smaller, near/far)</p> <p>Begin to identify how they would get to different places (e.g. would you go to Cambridge on an aeroplane?)</p>	<p>Use relative vocabulary (e.g. bigger/smaller, like/dislike, near/far)</p>	<p>Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</p>	<p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)</p>	<p>Match boundaries (E.g. find same boundary of a county on different scale maps.)</p>	<p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales. (E.g. river Nile.)</p>	<p>Use a scale to measure distances.</p> <p>Draw/use maps and plans at a range of scales.</p>
<p style="text-align: center;"><b>Place Knowledge</b></p>	<p>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</p>		<p>Make simple comparisons between features of different places in UK and a contrasting non-European country.</p>	<p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations –</p>	<p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p>	<p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales</p> <p>e.g. temperature of various locations - influence on people/everyday life</p>	

	<p>appropriate – maps</p> <p>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</p>			<p>Compare a region of the uk, a region of a European country and a region within north or south america.</p>		<p>Compare a region of the uk and a region within north or south america.</p>	
<p><b>Human &amp; Physical Geography</b></p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Understand seasons and weather patterns in the UK</p>	<p>Know locations of hot and cold areas of the world in relation to the equator and North and South poles</p> <p>Refer to key physical and key human features – see vocabulary</p>	<p>Describe and understand key aspects of physical and human geography – see vocabulary</p>			
<p><b>Perspective</b></p>	<p>Draw pictures of features in their environment- animals, plants, buildings</p>		<p>Look down on objects and draw around them to make a plan view map.</p>	<p>Begin to draw a sketch map from a high view point.</p>	<p>Draw a sketch map from a high view point.</p>	<p>Draw a plan view map with some accuracy.</p>	<p>Draw a plan view map accurately.</p>