



Primary Geography Design Architecture

Curriculum Foundations

Our curiosity for the world around us begins at an early age. Geography allows us to understand and explore the 'what', the 'where' and the 'how' of our world; giving us the knowledge we need to understand where, how and why events occur, their impacts on the environment and how they have then influenced people's lives in the past, the present and the potential future. Through studying geography, pupils make sense of the world and learn how events from both their own localities and the wider world can impact them directly and indirectly. They can understand, describe and appreciate the world whilst also being able to discuss and debate issues on a local, national and global scale.

Throughout their journey in geographical enquiry, pupils will build their:

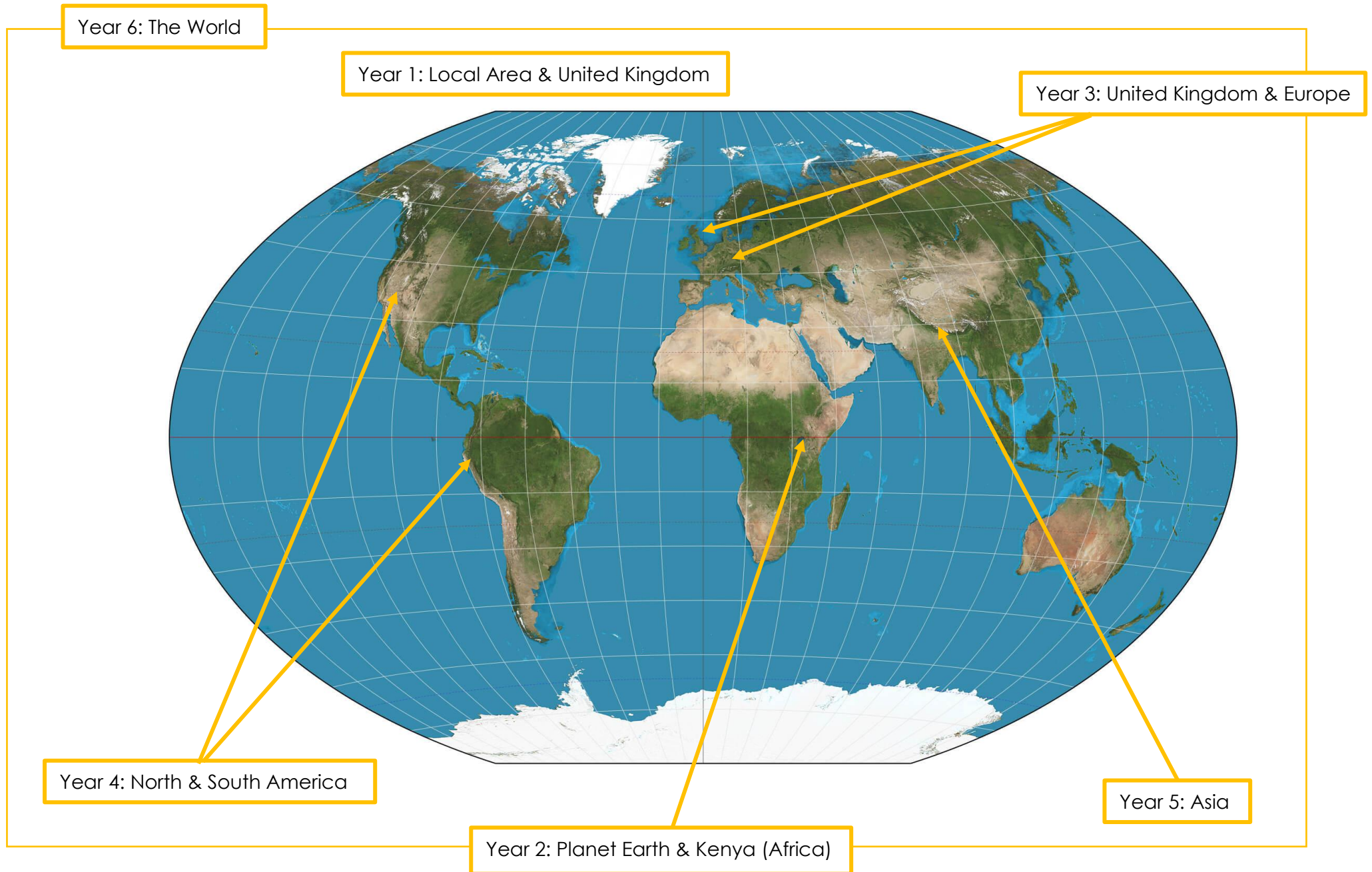
1. Deep knowledge of locations, places and geographical landscapes across the world
2. Understanding of the conditions, processes and interactions that explain features, patterns and changes over time and space
3. Application of skills in observing, collecting, analysing, evaluating and communicating geographical information

Pupils will learn the location of places and regions across the globe and the key features and characteristics of these places. Through an understanding of aspects of both human and physical geography, pupils will discover how places across the globe are both similar and different and how they are changing. They will identify patterns in human and physical geography and understand the links between places, people and environments. Pupils will learn that human and physical geography are intertwined through a concept known as environmental geography. Human, physical and environmental geography will be studied at all scales, from localised regions to the wider world. As pupils develop their geographical knowledge and understanding, they will also develop their geographical skills: using maps, atlases and globes as well as using directional language, a compass and understanding grid references and keys.

In Key Stage 1, pupils begin their journey in geography with a study of the familiar – the local area. They then move outwards to study the United Kingdom and outwards again to gain an overview of the world and the continents and oceans within it. Pupils then study a contrasting location within Kenya, Africa.

Through Key Stage 2, pupils develop their understanding of locations, places, processes and people. In Lower Key Stage 2, they use their knowledge of the UK to understand settlements and land use before exploring Europe, North and South America. The exploration of these continents includes identifying the location of and characteristics of a range of the most significant human and physical features as well as the opportunity to explore three places in more depth and compare them to their own locality. Pupils also learn about climate zones, biomes, rivers and rainforests. In Upper Key Stage 2, pupils explore Asia before focussing once again on the wider world. They explore the human and physical characteristics of Asia and learn about mountains and natural disasters such as volcanoes and earthquakes. A case study of a natural disaster allows pupils to see the impact on both a place and the people within it. When looking at the world, pupils consider the global challenges faced in the movement of people, growing populations, the distribution of natural resources, fair trade and the impact of climate change. They will also discover what they can learn from different maps of the world and draw their own maps based on fieldwork within their own locality.

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Curriculum Map

Year 1, Autumn 1: My Local Area

Rationale

Scope:

This unit of study draws on the 'place knowledge' strand of the national curriculum for Key Stage 1. Within this strand, pupils are required to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. The unit also draws on the 'human and physical geography' strand of the national curriculum by introducing pupils to basic geographical vocabulary they can use to refer to key physical and human features.

Sequence:

A young geographer needs the opportunity to explore the geography of their own school grounds and own locality before widening their lens to a national, international or global picture. Through this unit they will understand that a location has both physical and human features, that they can express an opinion on a place and can suggest changes for the future. This unit builds on pupils' Understanding of the World (ELG 13 of the EYFS framework) where pupils discovered similarities and differences in relation to places. In Reception, pupils also talked about the features of their own immediate environment and how environments might vary from one another.

This unit has been deliberately placed alongside the science unit 'Everyday Materials' so that links can be made between the two subjects.

Core Knowledge

Through this unit of work pupils will:

- learn about their school, and what it is like there
- learn what it is like in their local area through going on local walks
- explore what makes their local area significant
- explore where people live and work in their local area by looking at different types of homes and jobs
- understand what a map is and draw a map of the local area using symbols and keys
- explore things they like and do not like about their local area and suggest changes for the future

Year 1, Autumn 2: The United Kingdom

Rationale

Core Knowledge



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<p>Scope:</p> <p>This unit of study draws on the 'locational knowledge' strand of national curriculum for Key Stage 1. Within this strand, pupils are expected to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. The unit also draws on the 'human and physical geography' strand of the national curriculum by introducing pupils to basic geographical vocabulary they can use to refer to key physical and human features.</p>	<p>Through this unit of work pupils will:</p> <ul style="list-style-type: none"> • become familiar with maps of the United Kingdom and learn to recognise its shape • locate the United Kingdom world map and a globe • identify England, Northern Ireland, Scotland and Wales, as well as their capital cities • locate their own town/city within the United Kingdom • develop contextual knowledge of the location of significant places within the United Kingdom – including key physical and human features • recognise the individual flags of the four countries, as well as the Union Jack and what it represents. • begin to develop an understanding of the concept of union
<p>Sequence:</p> <p>Prior to this unit, pupils studied their own localities and geography within them. In addition to an understanding of their local area, pupils will be familiar with some of the vocabulary that can be used to refer to basic human and physical characteristics. In this unit, pupils go beyond their local area for the first time, widening their knowledge to include the whole of the United Kingdom.</p> <p>This unit has been deliberately placed alongside the science unit 'Seasons: Spring and Summer' so that links can be made between the two subjects in terms of seasonal and daily weather patterns.</p>	
<p>Year 2, Spring: Planet Earth</p>	
<p>Rationale</p>	<p>Core Knowledge</p>
<p>Scope:</p> <p>This unit of study draws on the 'locational knowledge' strand of national curriculum for Key Stage 1. Within this strand, pupils are expected to name and locate the world's seven continents and five oceans. The unit also draws on the 'human and physical geography' strand of the national curriculum by teaching pupils the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and by building on their vocabulary of geographical terms.</p>	<p>Through this unit of work pupils will:</p> <ul style="list-style-type: none"> • learn the names of the world's seven continents and five oceans • recognise and identify the world's seven continents and five oceans on a globe and on a world map



<p>Sequence:</p> <p>Prior to this unit, pupils in Year 1 studied their own localities, the United Kingdom, and the human and physical geography within each. Pupils will be familiar with some of the vocabulary that can be used to refer to basic human and physical characteristics. In this unit, pupils go beyond the United Kingdom for the first to explore the world as a whole.</p> <p>This unit has been deliberately placed alongside the science unit 'Habitats' so that links can be made between the two subjects.</p>	<ul style="list-style-type: none"> • understand the location and significance of the Equator, the Arctic and Antarctic Circles, and the Tropics • identify hot and cold places around the world • explore the key human and physical features of each of the seven continents
<p>Year 2, Summer Life in Kenya</p>	
<p>Rationale</p>	<p>Core Knowledge</p>
<p>Scope:</p> <p>This unit of study draws on the 'place knowledge' strand of the national curriculum for Key Stage 1. Within this strand pupils are required to 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. The unit also draws on the 'human and physical geography' strand of the national curriculum by teaching pupils the location of hot and cold areas of the world in relation to the Equator and by building on their vocabulary of geographical terms.</p>	<p>Through this unit pupils will:</p> <ul style="list-style-type: none"> • understand where Kenya is located within the world and identify Kenya on a map and globe • know some of the key human and physical features of Kenya • know what the weather a climate are like • explore the wildlife of Kenya • discover what life is like in urban Kenya • discover what life is like in rural Kenya • compare life in urban and rural Kenya • understand aspects of Kenyan culture • compare regions of Kenya to their own locality
<p>Sequence:</p> <p>Prior to this unit, pupils studied their own local area, the United Kingdom and the countries within it in Year 1. In Year 2, they studied the continents and oceans of the wider world. Pupils will bring to this unit, a knowledge of where the African continent is and some of its key human and physical features. This unit focusses in on specific regions within Kenya and pupils will be able to draw direct comparisons between these localities and their own.</p>	



Year 3, Autumn 1: The UK: Settlement and Land Use	
Rationale	Core Knowledge
<p>Scope:</p> <p>This unit of study draws on the 'locational knowledge' strand of the national curriculum for Key Stage 2. As part of this strand, pupils are required to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. They are also required understand how some of these aspects have changed over time. This unit also draws on the 'human and physical' strand of the national curriculum for Key Stage 2. Within the 'human geography' section of this strand, pupils are required to describe and understand key aspects of settlement and land use.</p>	<p>Through this unit pupils will:</p> <ul style="list-style-type: none"> • understand what mountains and hills are • learn the names of and locations of key mountains, mountain ranges and hills across the United Kingdom • understand what seas, coasts and rivers are • learn the names and locations of seas, coasts and rivers surrounding/within the United Kingdom • understand what a settlement is and that settlements can be urban or rural • know the key land features looked for and valued by the earliest settlers • understand the similarities and differences between hamlets, villages, towns and cities • know the names of hamlets, villages, towns and cities within the United Kingdom • know what a county is and the names of some of the counties of the United Kingdom • understand the ways in which land can be used • compare the way land is used in the different countries of the United Kingdom
<p>Sequence:</p> <p>Prior to this unit, in Year 1, pupils studied their own locality and the types of homes, buildings, places of work and other significant places within it. This means that pupils bring to this unit, some understanding of their own settlement and some understanding of the ways that land can be used within a settlement. Pupils also studied the United Kingdom in Year 1 and will build on this knowledge whilst also using the knowledge as a vehicle for understanding types of settlement and ways of using land. In addition, pupils looked at both urban and rural regions within Kenya in Year 2 and will have some understanding of the difference between an urban and a rural settlement.</p> <p>This unit has been deliberately placed before the history 'Stone, Bronze and Iron Age Britain' unit so that links can be made between the two subjects. The knowledge gained in this unit will support pupils in understanding why the earliest people settled where they did in Britain but and why the earliest people settled in certain locations across the world.</p>	



Year 3, Spring: Europe and Italy

Rationale

Scope:

This unit of study draws on the 'locational knowledge' and the 'place knowledge' strands of the national curriculum for Key Stage 2. Within the 'locational knowledge' strand, pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Within the 'place knowledge' strand pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

Sequence:

Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that Europe is a continent and should be able to locate Europe on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions within Kenya, Africa.

This unit is deliberately placed before pupils study the 'Ancient Greeks' unit later in Year 3 and before the pupils study 'Roman Invasions' and 'Roman Britain' in Year 4.

Core Knowledge

Through this unit, pupils will:

- identify Europe on maps and on a globe
- discover the names, locations, flag and capital cities of the different countries within Europe
- understand the United Kingdom is part of Europe
- know that Europe can be separated into: northern, western, southern and eastern Europe
- identify the key physical features of different European countries
- identify the key human features of different European countries
- describe the shape and location of Italy
- identify regions and major cities within Italy
- zoom in on Rome and the Lazio region of Italy
- discover the key human and physical features of Rome and the Lazio region
- investigate what life is like in modern-day Rome
- compare this region to their own locality



Year 3, Summer 1: Climate Zones and Biomes	
Rationale	Core Knowledge
<p>Scope:</p> <p>This unit of study draws on the 'locational knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2. Within the 'locational knowledge' strand, pupils should be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. Through the 'human and physical geography' strand, pupils should be taught to describe and understand key aspects of climate zones, biomes and vegetation belts.</p>	<p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • understand that climate zones are areas around the world with a similar climate • discover seven key climate zones: polar, sub polar, temperate, Mediterranean, arid, tropical and equatorial • understand the relationship between the position of a place on the globe and the climate in that place • know that biomes are large regions that have certain types of plants and animals (flora and fauna) • discover eight key biomes: savannah, desert, chaparral, grassland, tropical rainforest, boreal forest, deciduous forest and tundra • understand how climate zones and biomes are linked • know the location of biomes across the world • discover how the flora and fauna of Europe are suited to life within the biomes of Europe • understand the challenges faced by humans living in the biomes of Europe and how the land is adapted
<p>Sequence:</p> <p>In Year 2, pupils studied the world, the positions of the continents, the northern and southern hemispheres, the location of the Equator and the Tropics and the location of the Arctic and Antarctic Circles – the unit and the knowledge gained within it will support them in accessing the content in this unit. They also revisited the location of all of the continents at the beginning of the European unit and looked more closely at some of the countries within Europe itself. Within the climate zones and biomes unit, the pupils will investigate the characteristics of plants and animals within different biomes and previous plants and animal units within Year 1 and 2 will support them in doing so.</p> <p>This unit has been deliberately placed alongside the science 'Plants: Needs for Survival' unit so that links can be made between the two subjects.</p>	



Year 4, Spring: Amazon: Rivers and Rainforests

Rationale

Scope:

This unit of study draws on the 'locational knowledge', 'place knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2. Within the 'locational knowledge' strand, pupils are required to locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Within the 'place knowledge' strand, pupils are required to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America. In addition, in the 'human and physical geography' strand, pupils are required to describe and understand key aspects of rivers, the water cycle, types of settlement and land use.

Sequence:

Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that South America is a continent and should be able to locate it on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions within Kenya, Africa and in Year 3, pupils made direct comparisons between their own localities and Rome, Italy. Pupils begin this unit with an understanding of the difference between human and physical geography whilst also knowing about how humans have adapted natural biomes for themselves; this will be the foundation for understanding deforestation of the Amazon and how human needs can have negative consequences for the natural environment.

This unit is deliberately placed alongside the science 'Classification and Environments' unit so that links can be made between the subjects.

Core Knowledge

Through this unit, pupils will:

- identify South America on maps and on a globe
- know the 13 countries which make up South America (including French Guiana)
- understand the key human features of South America – countries, major cities, population and languages
- identify and locate the key physical features of South America – including the Amazon River and Rainforest
- understand how and why the climate differs across South America
- investigate what life is like in Brazil
- discover what a rainforest is and where in the world tropical rainforests are located
- know that rainforests have different layers and that each layer has certain characteristics
- investigate who lives in the Amazon Rainforest – animals, plants and people
- discover what is happening to the Amazon Rainforest
- understand what a river is and where in the world different major rivers are located
- understand and identify the features of rivers
- discover how rivers shape the land
- understand how the Amazon and other rivers are used both positively and negatively
- discover what happens when a river floods
- compare this region to their own locality



Year 4, Summer 2: The USA	
Rationale	Core Knowledge
<p>Scope:</p> <p>This unit of study draws on the 'locational knowledge', 'place knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2. Within the 'locational knowledge' strand, pupils are required to locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Within the 'place knowledge' strand, pupils are required to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America. In addition, in the 'human and physical geography' strand, pupils are required to describe and understand key aspects types of settlement and land use.</p>	<p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • identify North America on maps and on a globe • understand where the USA is located • discover how and why the climate differs across the USA despite the USA being a single country • identify and locate some of the key physical features of the USA • identify and locate some of the key human features of the USA including the states, state capitals and significant man-made landmarks • discover what life is like in California and compare this region to their own locality • discover what life is like in Alaska and compare this region to their own locality • discover what life is like in New York and compare this region to their own locality • discover what life is like in Florida and compare this region to their own locality
<p>Sequence:</p> <p>Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that North America is a continent and should be able to locate it on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions within Kenya, Africa, in Year 3, pupils made direct comparisons between their own localities and Rome, Italy and in the previous Year 4 unit, pupils made direct comparisons between their own localities and the Amazon.</p>	



Year 5, Asia: Mountains, Volcanoes and Earthquakes

Rationale

Scope:

This unit of study draws on the 'locational knowledge', 'place knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2. Within the 'locational knowledge' strand, pupils are required to locate the world's countries, using maps to focus on different continents, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. We have included Asia as an additional continent. Within the 'place knowledge' strand, pupils are required to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within different continents. We have included Asia as an additional continent. In addition, within the 'human and physical geography' strand, pupils are required to describe and understand key aspects of mountains, volcanoes and earthquakes.

Sequence:

Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that Asia is a continent and should be able to locate it on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions within Kenya, Africa, in Year 3, pupils made direct comparisons between their own localities and Rome, Italy and in Year 4 unit, pupils made direct comparisons between their own localities and the Amazon as well as states of the USA.

This unit is deliberately placed after the science unit 'Earth and Space' and alongside the science unit 'Properties and Changes of Materials' so that links can be made between the two subjects. Pupils also encountered the idea of rocks and volcanoes in Year 3 science.

Core Knowledge

Through this unit, pupils will:

- identify Asia on maps and on a globe
- identify and locate some of the key physical features across Asia
- understand the climate across Asia
- identify and locate some of the key physical features across Asia including countries and major cities
- explore the range of cultures and people across Asia
- understand how different mountain ranges form
- explore the Himalayas as a significant mountain range
- understand how volcanoes form and explore the different types of volcanoes
- explore how and why natural disasters occur
- understand the impact of volcanoes and other natural disasters on people through case studies
- compare these localities to their own



Year 6, Autumn 2: Global Challenges	
Rationale	Core Knowledge
<p>Scope:</p> <p>This unit of study draws on the ‘human and physical strand’ of the national curriculum for Key Stage 2. Within this strand, pupils should be taught to describe and understand key aspects of physical geography including climate zones and should be taught to describe and understand key aspects of human geography such as types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • discover what is meant by the term ‘global citizen’ • understand how climate influences the way in which land is used • discover what is meant by the term ‘natural resource’ • investigate how we distribute the world’s natural resources and question how and why this distribution is unequal • explore the idea of ‘overconsumption’ • understand how the world trades and investigate the idea of ‘fair trade’ • investigate the global challenge of sustainability and how this impacts the globe • investigate the global challenge of climate change and how this impacts the globe • research key figures: Greta Thunberg, David Attenborough, Wangari Maathai and Isatou Ceesay • investigate the global challenge of the movement of borders and people
<p>Sequence:</p> <p>Prior to this unit, pupils have studied the location of the continents and oceans of the world. They have studied Europe, South America, North America and Asia as separate continents and have explored their human and physical characteristics. In addition to this, pupils have studied regions within Africa, Europe, South America, North America and Asia and have then compared these regions to their own localities. Pupils bring to this unit, an understanding of key physical world processes and are now equipped to move back out to the wider world as a whole and build on all of this learning with a human geography focussed unit.</p>	
Year 6, Summer 1: Mapping the World	
Rationale	Core Knowledge
<p>Scope:</p> <p>This unit of study draws on the ‘geographical skills and fieldwork’ strand of the National Curriculum in Key Stage 2. Within this strand, pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They</p>	<p>Through this unit, pupils will:</p> <ul style="list-style-type: none"> • investigate different maps of the world and discover what we can learn from them • discover how and why maps are drawn



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should also be taught to 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. In addition, pupils should be taught to 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.

Sequence:

Prior to this unit, pupils have used maps, atlases, globes and digital/computer mapping tools across all geography units. Geographical skills and fieldwork opportunities have been woven through units within each year group. This unit focusses solely on geographical skills and fieldwork, giving pupils an opportunity to investigate a range of maps, draw their own maps, carry out fieldwork and present their findings. This unit is designed to prepare pupils in accessing fieldwork opportunities within Key Stage 3.

- investigate what they can learn about their own locality from a range of different maps
- use fieldwork to draw sketch maps of roads in their locality
- use fieldwork to draw field sketches of areas within their locality
- plan and undertake fieldwork within their locality
- learn to present the data from fieldwork in an organised and useful way

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