



## Big Picture for Curriculum Subjects

(to be used alongside subject specific curriculum overview/progression of skills)

# Geography

What are the Key Concepts and Ideas that we want children to learn about in this subject through their education?

1. Children will build connections to local, national and world Geography allowing them to build up ideas and opinions about places around the world.
2. Children will learn about how Geography impacts us personally, through the study and comparison of our local area and carefully chosen places around the world.
3. Children will gain a deeper understanding of the human impact on Geography both now and when considering the future of our planet and the decisions we make as humans.
4. Children will have a deep understanding of the Earth's key physical and human processes and the interaction between these.
5. Children will be competent in using and interpreting a range of geographical sources, such as maps, to locate places in the world such as cities, countries, continents and oceans.

How do these concepts progress throughout the school?

EYFS	KS1	KS2
<ul style="list-style-type: none"> <li>• Children will start to use simple maps and photographs of the local area to find out about the environment in which they live. (1, 5)</li> <li>• They will talk about some of the things they have observed. (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify human and physical features and differences between where we live and other areas. (1)</li> <li>• Consider land use and the impact on humans. (2)</li> <li>• How humans affect the environment. (3)</li> <li>• Weather systems between places. (4)</li> <li>• Use of maps and photographs to locate places and landmarks. (5)</li> </ul>	<ul style="list-style-type: none"> <li>• More detailed work identifying similarities and differences – comparing and contrasting between geographical regions. (1)</li> <li>• Locate, describe and understand key aspects of physical geography. For example, rainforest and climate zones. (4, 5)</li> <li>• How humans affect the environment and what we can do to protect our planet for future generations. (3)</li> <li>• Physical processes and how these affect us as humans. (2, 3)</li> </ul>

**WHY** are children learning this and **WHY** are they learning this **now**?

	Autumn	Spring	Summer
EYFS	Children start learning about the local area in which they live, using simple geographical vocabulary e.g. church, river, path, as without this knowledge they will not understand bigger concepts as they progress through school.	Pupils progress onto where their school is, linked back to where they live, using age appropriate geographical vocabulary such as village, road, house and path.	In this term, children discuss places where they have been outside of their locality – this introduces the bigger idea of us living in a country and travelling to different places both locally and internationally.
Year 1	Building on from EYFS, children focus on where they live but this time focus more on recognising human and physical features in the area where they live, remembering that it is part of the United Kingdom and the fact that the United Kingdom is made up of 4 countries. Local outdoor exploration will allow pupils to use their locational language, compass directions, and undertake following routes on map.	With this in mind, they are then able to recognise that different places have different features, people live in different areas such as the countryside or the seaside and what the features of these areas may be and compare these to their local area. The concept of change is introduced here and children compare and contrast seaside experiences now and in the past.	Due to children having been introduced to maps earlier in the year, the world map is introduced here with continents and oceans. Children begin to be exposed to the idea that there are hot and cold places around the world and locate where these are, considering patterns of distribution. There is a comparison between the areas of the UK and other continents and in the simple form of similarities and differences, the simplest form of reasoning.  Due to the term being the spring into summer, children can observe days becoming longer, weather becoming warmer and identify the type of weather that people choose to go to the beach in – including going outside of the UK to do this.
Year 2	Building on the observation of seasonal patterns topic covered in Year 1, Children move on to explore the location of where they live in the UK as part of the continent of Europe. Once again, the physical geography of our local area is returned to and children compare these features to contrasting villages, including house types and means of transport.	The first proper human geography topic is covered here – the process of farming and food manufacture. Children learn about the import and export of goods and where our food comes from- plants or animals. Work is covered here on how we, as the consumer, receive the end food product, be it from a market or supermarket.	Children identify countries and key geographical features in these locations. The topic, ‘What are the wonders of the world?’ allows them to understand geographical similarities and difference through studying human and physical geography of a small area in the UK, and of a small area in a contrasting European country. The children will also learn the names and locations of the world’s seven

			continents and its surrounding seas.
Year 3	<p>Building on the schemata built in KS1, children will extend their knowledge of places beyond the UK and further delve into places in Europe and the other continents. Children will gain a wider perspective of places around the world, so when using maps, atlases and globes, they will have a greater understanding of continents, countries and oceans and when delving into particular aspects of what a country is like, they will have more familiarity with its location.</p> <p>The children will learn why climate is so important and identify the position and significance of the equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic circle.</p>	<p>Pupils need a secure enough knowledge of geographical features of places and locational knowledge before they can compare them, hence putting this content into an early part of KS2. From work completed in KS1, pupils will have a good understanding of the differences between human and physical features so that comparison of places can be effective, and utilised.</p> <p>The children will build upon locational knowledge learned in the previous term to ensure retention of key geographical knowledge.</p> <p>The children will have ample opportunities to use different geographical skills which include: globes, 2-D and 3-D mapping, Google Earth, Earth cams, maps of climate and vegetation zones and exploring the scale of earth from space.</p>	<p>Pupils need to be able to - Understand geographical similarities and differences through the study of human and physical geography in a region in a European country. Building upon previous learning in Year One, pupils will compare the English coastline to coastline in France, Spain and Barbados. They will also learn key geographical skills such as compass points.</p> <p>There are also links to climate change in this topic.</p>

<p>Year 4</p>	<p>By this point in their learning, children should have a good enough knowledge of the world through map work and studies. Pupils will learn how to locate and compare world's countries and concentrate on environmental regions, key physical and human characteristics through the study of North and South America.</p> <p>Pupils will learn essential map skills such as using eight-point of a compass and using four and six figure grid references to find locations.</p>	<p>As children progress further into KS2, concepts around protecting our planet for the future and the idea of sustainability are taught.</p> <p>Pupils are taught about the water cycle and how physical characteristics have changed over time. Pupils will learn about land-use patterns and rivers in the UK and different rivers from around the world including the River Nile, River Ganges and the Thames.</p>	<p>The focus this term will be identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time through the study of volcanoes.</p> <p>Pupils will build upon previous geographical skills using maps to identify locations of active volcanoes, USG maps of recent earthquakes and interactive maps of active volcanoes and recent earthquakes.</p>
<p>Year 5</p>	<p>Building on from knowledge learned in KS1 and 2 in regard to our local area, pupils will use the information they have learnt to identify and reflect upon geographical similarities and differences in regard to physical and human geography.</p> <p>Pupils will learn about types of settlements, land use, economic activity and the distribution of natural resources.</p>	<p>Continuing with the idea of exploring different European countries in KS1 and 2, the children explore the Alpine region. This topic will be linked to the movement of tectonic plates and how topographical features and land patterns have changed over time. (Links to volcanoes in Year 4)</p> <p>Pupils will learn about the eight Alpine countries: Austria, France, Germany, Italy, Liechtenstein, Monaco, Slovenia and Switzerland.</p>	<p>Following the work in Year 2 about sources of food and imports/exports, the children will continue to learn about international trade, particularly the significance of China as a producer and exporter. The concept of Fairtrade is explored and the advantages and disadvantages of trade for all parties involved. Children are encouraged to reflect on their own behaviours with regards to Fairtrade – showing awareness of us as individuals being able to have an impact on other people's lives across the world.</p>
<p>Year 6</p>	<p>By having a wide enough understanding of the locations in the world, pupils by this point in upper KS2 are able to delve into and compare specific geographical aspects and issues.</p> <p>Children learn will learn about what life is like in the Amazon.</p>	<p>Linking to previous ideas of climate change in Years 3 and 5, pupils will learn about the importance of looking after our world.</p> <p>They will learn about sustainability in the UK and other areas of the world. They will delve into the importance of looking after our</p>	<p>Linking to their previous learning this year and links in years 3 and 5, pupils will complete a project about what they think our world will look like in the future.</p> <p>They will use all of the knowledge and understanding they have accumulated over the years. For</p>

	<p>There will be links to Year 4's study of the Americas and being able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) will be built upon here.</p>	<p>marine wildlife.</p> <p>Introductions to more sustainable products such as: hydroelectricity, geothermal, solar energy, tidal energy and biodiversity will be discussed.</p>	<p>example: changes in land patterns, the effect of climate change, the effect of human settlements etc. and use these to develop their understanding of what geographical changes they may come across in the future.</p>
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