

Sparkenhoe Geography Curriculum

Subject Rationale

Children start school with some understanding of where their house is located on their street and they may know the city they live in. Many of the children have relatives in other towns, cities or even other countries, such as the Middle East, Somalia, Pakistan, India and Bangladesh. Throughout their time in school they will build upon this knowledge and develop their geographical skills, enquiry and vocabulary to encompass the wider world. Children initially focus on the area around them and simple differences with other environments before learning about the geography of the UK, a contrasting culture, and developing a greater world view looking at the locations of different habitats and some countries that were part of empires. As children move through the school, they will further develop their understanding of our local area, answering geographical enquiries by collecting evidence. They will broaden their global understanding with focused studies of a wider variety of different countries, including Italy, USA, Egypt and some European countries. Throughout all of their time in school they will learn the location of different continents, countries and cities, being able to describe their locations in different ways. They will be able to use a variety of maps, including both electronic and paper versions, to find places, explain locations and be able to describe these using a number of different reference points. Children will have an understanding of human and physical geography, knowing the **differences between them and how they shape people's lives. This will give the children a grounding for them to** develop in secondary school and in adulthood, allowing to make informed choices, be invested in and have an understanding of the world.

Organisation

In the Foundation Stage, Geography is taught through exploration of different topics and through provision. Children learn about where they live through planned and child initiated activities. In KS1 and KS2, Geography is taught as part of our Topic Curriculum. Across a year, there are 5 units of 7 weeks. Each topic comprises of two subjects which are linked together by an overarching theme. In KS1 there are 6 geography units and in KS2 there are 11, through which the National Curriculum history objectives are taught. Lessons are taught in 50 minute blocks with two or three lessons a week in each block. Teachers have the flexibility to reorganise timetables to create longer sessions if this leads to more effective learning. For example, they may spend an entire morning planning and carrying out fieldwork, rather than revisiting it over a few days.

Each unit comprises of a Medium Term plan, which details the rationale for the unit, the progression from previous linked units and all the relevant objectives. To ensure progression across different year groups, the National Curriculum has been broken down into incremental statements. The children learn a series of specific skills and knowledge that lead to at least one outcome which gives an opportunity to use the skills and knowledge. Alongside this, **each unit has a "Spectacular", an event which ties together the learning in the topic and gives a real life purpose** to it. As well as through lessons, the children learn about geography through morning discussions, assemblies and world events.

Foundation Stage

Through a variety of planned and **changing topics that are related to the children's interests, the children will:**

	Foundation 1	Foundation 2
Understanding the World People, Culture and Communities	<ul style="list-style-type: none"> Know there are different countries in the world and talk about differences experienced or seen in photos. 	<ul style="list-style-type: none"> Draw information from a simple map. Understand that some places are special to some members of the community. Recognise and explain some similarities and difference between life in this country and other countries. Describe the immediate environment using knowledge from observation, stories, non-fiction texts and maps.
Understanding the World The Natural World	<ul style="list-style-type: none"> Talk about what they see. Begin to understand the need to respect and care for the natural environment and living things. 	<ul style="list-style-type: none"> Recognise some environments that are different to the one they live in. Know some similarities and differences between the natural world around them and contrasting environments. Explore the natural world around them, making observations and drawing pictures of animals and plants.

Key Stage 1

Through topics that are centred on the geography of the UK and a contrasting country the children will develop an understanding of location and differences between places. They will study the physical features and have an understanding of the human characteristics in terms of the challenges people face living in certain places. The topics have been selected to give an overview of global geography, a greater understanding of where they live and an understanding of a contrasting country. The children have the opportunity to experience some different locations and carry out some simple fieldwork.

<p>Year 1</p>	<p style="text-align: center;"><u>We are Britain</u></p> <p>Children learn all about the area in which they live and the surrounding city and county. Children will know the countries, capital cities and seas of the UK. They will be able to describe the location of the four countries in the UK and some of the simple characteristics. They learn to locate the UK on a map and the location of Leicester on a UK map. The children will also know the location of some different points of interest in Leicester and begin to describe the location on a simple map using the 4 compass points.</p> <p>Outcome: Display</p>	<p style="text-align: center;"><u>Sensational Safaris</u></p> <p>Children learn the names of continents and poles. They will also be able to find the UK on a world map, the Northern and Southern Hemisphere and the equator. The children will learn the 4 main compass points and use these to explain where certain places are. The children will look closely at the continent of Africa, finding out about some of the major countries and looking at tourism, especially safaris. They will start to discover how the physical geography of a place can shape the lives of its population. The children will be able to explain how safaris and tourism can support some communities.</p> <p>Outcome: Assembly</p>	<p style="text-align: center;"><u>The Great Outdoors</u></p> <p>Children learn all about their local area, the school grounds and a contrasting area of Leicester. Initially, revisiting work in previous units, they will locate Leicester using the four countries of the UK as a reference. They will revisit the seas and capital cities of the UK and be able to list some of the basic characteristics of the countries. Through use of maps and fieldwork on a local walk the children will use an increasing amount of human and physical geographical vocabulary. They will conduct simple fieldwork, mapping and aerial imagery techniques to observe, present and communicate geographical information, looking at other areas of Leicester to find a suitable location for their end of unit picnic.</p>
<p>Year 2</p>	<p style="text-align: center;"><u>The Armada</u></p> <p>Children learn about the location of the UK in relation to the western coast of Europe. They will learn the location of the countries involved in the conflict between Britain and Spain in the 1500s. They will find out where Spain is in comparison to Britain, the location of relevant oceans and seas and some other major countries in Europe using maps, globes and atlases. They will also look at the countries that were associated with the Spanish empire – the “New Worlds”, Americas - being able to explain their location in terms of equator, hemisphere, compass points and in relation to some other known places. The children will use maps to follow the route the Armada took, they will be able to use compass points to describe the route and to plan alternative routes.</p> <p>Outcome: Assembly</p>	<p style="text-align: center;"><u>Wonders of the World</u></p> <p>Children learn about the seven New Wonders of the World and where each one is. They will be able to describe the location of each one with reference to other places and geographical features – hemispheres etc – or compass points, using the correct vocabulary. They look at maps of local areas and will make a map of the school grounds and local area to plan a route around that finds the “wonders” of them.</p>	<p style="text-align: center;"><u>Japan</u></p> <p>Children revise the continents of the world and the names of the oceans, They will specifically look at Asia and the surrounding bodies of water, being able to identify the major countries and describe their locations. They will then focus on Japan, using maps and Google Earth to locate and discover some of the human and physical features of the country. Focusing further on a selection of contrasting cities in Japan, the children will begin to ask geographical question about the country, regarding how the physical features affect people’s lives. They will know the challenges of living in some different parts of the country and know what jobs people in Japan do. They will be able to explore the differences between various cities in Japan by using weather information, making direct comparisons with Leicester.</p> <p>Outcome: Island model</p>
<p>Within the geography progression map and medium term plans, objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear. For example, in the Japan unit, Year 2 children extend their knowledge of the continents and surrounding oceans and build upon their use of globes, atlases and maps. They deepen locational knowledge, learning about a new country and build upon earlier leaning about human geography.</p>			

Key Stage 2

As the children move through Key Stage 2, they learn about a wider range of specific locations, they contrast and compare the UK whilst learning details about the human and physical geography of these places. Through focussed units on their locality, the children learn more about where they live and how the area has developed over time. They will also conduct in depth studies into countries that have vastly different features, both physical and human, to the UK. This will give the children a global overview that not only teaches them about specific details but develops a general understanding and curiosity in the world.

<p>Year 3</p>	<p style="text-align: center;"><u>Frozen in Time</u></p> <p>Children examine their local area in more detail, looking at where sculptures in Leicester are and starting to think about why they are placed in certain locations. The children will be able to use the 8 points of a compass to map a route of a walk that goes past some local sculptures. They will be able to make an accurate map using different media of the immediate area around the school using a key. They will be able to collect footfall and traffic data by means of observation and record information to establish where is the best place in the vicinity to place a sculpture.</p> <p>Outcome: Sculpture competition</p>	<p style="text-align: center;"><u>Coming to America</u></p> <p>Children will name, locate and describe the location of North American countries and some of the prominent cities. They will name, describe and locate some of the prominent physical features of America: coastlines, mountains and rivers. They will answer questions using data they have collected or found and describe human and physical aspects of a specific location. They will focus on the main cities on the eastern and western seaboard, investigating what aspects of their locations have contributed to their success. Children will also focus on two cities in contrasting climate zones (NY/LA) and they will be able to use data to describe differences. They will make comparisons to Leicester or the UK.</p> <p>Outcome: Model showing physical features</p>	<p style="text-align: center;"><u>The Ancient Egyptians</u></p> <p>Children will locate and describe basic features of the continents and oceans of the world. Through focusing on Africa, they will be able to describe features of the continent and some of the major countries. Children will know the location of Egypt and be able to describe it using other places as a reference, including seas, oceans, hemispheres, the equator and other countries. They will be able to name, describe and locate some of the prominent physical features of Egypt. They will be able to use the correct vocabulary to describe some physical and human features. They will know why the Ancient Egyptians settled on the banks of the Nile and how the physical geography contributed to this. Looking at modern day Egypt, children will learn the human geography of the country, establishing where the most populated areas are, why this is and the main industries and employment in different areas. They will be able to make comparisons to the UK.</p>
<p>Year 4</p>	<p style="text-align: center;"><u>Ancient Greece</u></p> <p>Children will be able to locate Greece and its islands on a map, accurately describing locations using a variety of reference points. Using maps and atlases, they will learn about Europe, knowing countries, capitals and locations. They will be able to describe some of the physical features of Greece, both the mainland and islands. After looking at the weather of a specified place in Greece, the children will move on to looking at a specific region and locate regions with similar climates across the globe. They will start to be able to explain why these areas have similar weather. The children will be able to explain how these have shaped the lives of the people that live and have lived there. They will be able to explain why different city state's ways of life were heavily influenced by their geography. They will know about the impact physical geography has had on employment in modern day Greece.</p> <p>Outcome: Assembly</p>	<p style="text-align: center;"><u>Inky Fingers</u></p> <p>Children will expand on their knowledge of their local area and investigate other parts of Leicester. They will locate a number of prominent local buildings on maps and using photographs. Using the correct vocabulary, a key and a number of different reference points, they will be able to describe the location of these buildings. They will be able to create their own accurate map using compass points to plot travel and identify locations. Looking at the local area around school and a contrasting local area, they will be able to explain how the human geography is different and analyse data to explain it. Using some data collected, they will be able to explain why the human geography is different in locations in the area. They will be able to compare and contrast the locations, using specific vocabulary.</p>	<p style="text-align: center;"><u>Coast to Coast</u></p> <p>Children will be able to explain some of the physical features of a coastline. They will also be able to explain some of the human features of coastal towns, focusing on Hunstanton and how these fit the lives and locality. They will be able to explain why the town and others like it began and how the location impacts on the lives of people that live there. They will be able to name and locate some of the smaller seas around the world and discuss the location in reference to countries and other reference points. They will be able to use evidence to explain why larger cities cropped up in certain places on coastlines and why major cities often have rivers running through them. By the end of the unit, the children will be able to create a layout for a coastal city, explaining their decisions and how the design suits the physical geography of the area and how it will attract residents and tourists.</p> <p>Outcome: Coastal town presentation</p>

<p>Year 5</p>	<p><u>Savage Saxons</u></p> <p>Children will know where the Saxons came from and will look at what aspects of their countries of origin caused them to move. They will find out about the physical features of some Northern European countries. They will be able to locate these places on a map and explain the locations using different points of reference. They will be able to locate capital cities and countries in Europe, including the modern day countries from which the Anglo Saxons came from. Children will learn about time zones and the need for them. They will compare older maps to more modern ones, looking at how and why countries and continents have changed, specifically looking at how Anglo Saxon Britain evolved in to the cities and counties we have today. They will locate the counties of Britain know where they are and know prominent cities. They will collect data such as annual rainfall, temperature, land topography and soil quality of Kent and Frederikshavn (Denmark) and use this to draw conclusions about migration in Anglo Saxon times</p> <p>Outcome: Living Museum</p>	<p><u>Mountains and Rivers</u></p> <p>Children will discover, by using Google Earth, how many of the major cities in Europe are on a river and how few are located in mountainous regions. They will be able to discuss the reasons for this. Through further work with maps and atlases, the children will know the names and locations of many of the world's famous mountains and rivers. They will be able to describe the locations of these accurately using a wide range of different reference points, including grid references. The children will discover the journey of a river and how this can change over time, they will be able to use appropriate terminology. They will know about the weather patterns in mountainous regions. They will name, locate, explain and describe the location of the world's prominent volcanoes, being able to explain why they are in those locations. Through research they will be able to explain the human and physical characteristics of places in regions near mountains and rivers, giving examples.</p> <p>Outcome: Country File episode</p>	<p><u>Architectural Wonders</u></p> <p>Children learn about the landmarks and architectural highlights of England and Leicester, through use of maps and atlases. They will extend their knowledge of the counties and cities in England. They will locate them on maps, being able to describe the locations using different reference points. They will know why landmarks have been chosen to be in specific places as well as draw accurate maps of where they are in our city. Children establish that landmarks are placed in locations for different reasons. This leads into the children deciding on a place in the local area for a new landmark. The children will visit Victoria Park, have a look at what landmarks are currently there, where they are located and why. They will conduct geographical research, looking at footfall, nearby human geography and physical geography. They will use evidence to justify the best location for a new landmark.</p> <p>Outcome: Promotional pitch</p>
<p>Year 6</p>	<p><u>Bella Italia</u></p> <p>Children will know the location of Italy and be able to describe it in detail in numerous ways, using other countries as points of reference, using hemispheres and the equator and using grid references and longitude and latitude co-ordinates. They will be able to explain some of the key physical features of the country, how these have shaped its people and make comparisons with the UK. They will know about the human features of the country and be able to compare these to the UK. They will be able to think about the position in global affairs and how this is impacted by its geography. The children will also decide where the best place for a variety of ventures is. Using maps of different types (land use, weather etc.) they will be able to explain where would be a good place to build a hotel, have a farm and set up a factory. They will be able to understand how global warming affects the country and what can be done to protect the environment.</p> <p>Outcome: Travel and food TV programme</p>	<p><u>Naive Art</u></p> <p>Children learn about the impact industrialisation had on our country, focusing on our local area. They will examine how it was influenced by certain physical geographic features and the impact it had on the human features of the UK. They will know land use has changed over time, looking at specific areas of the UK (including locally) and be able to use maps and other sources to explain this. They will be able to locate places that were impacted by the industrial revolution with accuracy and discuss where they are with reference to a wide range of geographical features. The children will look at types of settlements, city and villages, and how they changed in the local area. They will examine how the Midlands, particularly Leicester, established trade links with the rest of the country. The children will also briefly look at how Leicester has changed since the industrial revolution, what are our main industries now, how are our natural resources distributed and how do we get natural resources from other areas.</p> <p>Outcome: Presentation of key information</p>	
<p>Within the geography progression map and medium term plans, objectives are broken down into incremental statements to ensure skills and knowledge are built upon and progression is clear.</p> <p>For example the Year 6 Bella Italia unit builds upon the previous work about Europe in Years 3, 4 and 5. It builds on the children's understanding of human and physical features and is applied to a new location. Children give more detailed explanations and comparisons. They start to think more globally and make links between geography and global trade and power.</p>			