

Seething and Mundham Primary School Geography Curriculum

Intent

Our Geography curriculum is designed to inspire pupils' curiosity about the world and its future to equip children with the knowledge and skills to not only understand, but challenge and question. Using key questions our children will be encouraged to think critically and challenge ideas to develop an understanding of how our actions affect our planet.

Implementation

- Each key stage progresses from one to the next beginning with observing, identifying, comparing and contrasting which later moves onto explaining, justifying and interpreting.
- The lessons are designed to ask questions which develop critical thinking and support an understanding in which to analyse geographical changes over time.
- Lessons include carefully selected questions to ensure children are reflecting upon up to date and relevant topics.
- The school's fantastic grounds enable a range of skills to be developed and local links are made to Geography topics.

Impact

Teachers have high expectations and more quality evidence can be presented in a variety of ways. Children use technical and relevant vocabulary accurately and pupils are expected to know, apply and understand the matters skills and processes specified. All children will be more informed about their position in the world, and the decisions they can make impacting their future.

EYFS

2020 Development Matters Early Learning Goals:

Maths

- Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Understanding the world

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Draw information from a simple map.
- Recognise similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise that some environments are different from where they live.

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.

KS1

National Curriculum:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge:

- Name and locate the world’s seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge:

- 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.

Human and Physical Geography:

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

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- Use basic geographical vocabulary to refer to:

- 1) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- 2) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

EYFS	Area of study	Year 1	Area of study	Year 2
<p>Maths</p> <p>- Understand position through words alone. For example, "The bag is under the table," – with no pointing.</p> <p>-Describe a familiar route.</p> <p>-Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Understanding the world</p> <p>-Use all their senses in hands-on exploration of natural materials.</p> <p>- Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>What is the geography of where I live?</p>	<p><u>National Curriculum Expectations:</u></p> <p><i>Children will:</i></p> <p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>-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.</p> <p>- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>--Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>Core Knowledge -</u> Seething and Mundham children will:</p> <p>Locate and describe on a map where in the UK they live.</p> <p>Locate and describe some of the world's continents and oceans and their features.</p> <p>Observe and describe the difference between physical and human features.</p> <p>Compare and contrast and suggest reasons why land uses in urban and rural areas are often very different.</p> <p>Observe, locate and describe a range of physical and human features of</p>	<p>Why don't penguins need to fly?</p>	<p><u>National Curriculum Expectations:</u></p> <p><i>Children will:</i></p> <p>-Name and locate the world's seven continents and five oceans.</p> <p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>-Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Core Knowledge -</u> Seething and Mundham children will:</p> <p>Identify and locate the seven continents and five oceans of the world.</p> <p>Identify, describe and compare the main physical features of the Sahara Desert and Antarctica.</p> <p>Observe, name and describe a range of features of Antarctica.</p> <p>Identify and describe some of the ways that living things can survive in Antarctica.</p> <p>Observe and describe how ice at the Arctic is different from the ice at Antarctica.</p> <p>Describe what a food chain is and identify the main parts of the food chain of a polar bear.</p> <p>Describe what it means for some countries such as Zambia to have a tropical climate.</p>

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<p>- Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.</p> <p>- Draw information from a simple map.</p> <p>-Recognise similarities and differences between life in this country and life in other countries.</p> <p>- Explore the natural world around them.</p> <p>-Recognise that some environments are different from where they live.</p> <p>People, Culture and Communities</p> <p>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</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 appropriate) maps.</p>		<p>their school and its grounds on a current <i>Google Earth</i> satellite image.</p> <p>Observe, and record different types of land use in the local area and present their results in different ways.</p> <p>Vocabulary: Geography, north, south, east, west, compass, region, urban, rural, countryside, continent, country, Europe, United Kingdom, Nation, map, city, capital, town, village, factory, farm, house, office, shop, Human, Physical.</p>		<p>Vocabulary: Africa, Europe, Asia, Oceania, North America, South America, Antarctica, tropical, polar, travel, oceans, continents, food chain, climate.</p>
		<p>Hinterland Knowledge:</p> <p>Know how many people live in their locality.</p> <p>Know how far away the next city is.</p> <p>Experiences & Provocations:</p> <p>Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> Using a map to go on a walk around Seething and seeing what they notice about the area. Assisting the memory of core knowledge by learning songs and rhymes. 		<p>Hinterland Knowledge:</p> <p>Describe a journey from Canada to Antarctica listing the countries, seas and oceans that a traveller would pass through.</p> <p>Experiences & Provocations:</p> <p>Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> Watching videos Listening to stories Use aerial photographs Use world maps and globes
<p>Why do we love being beside the seaside so much?</p>		<p>National Curriculum Expectations:</p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 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. <p>Core Knowledge - Seething and Mundham children will:</p> <p>Locate and describe some of the world's continents and oceans and their features.</p> <p>Describe and compare physical and human features of the seaside with those of countryside and city areas.</p> <p>Describe and explain the terms 'coast', 'rural' and 'urban.'</p> <p>Describe what <i>pollution</i> means and examples of how seaside plants and</p>	<p>How does the geography of Kampong Ayer compare to where I live?</p>	<p>National Curriculum Expectations:</p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. <p>Core Knowledge - Seething and Mundham children will:</p>

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<p>The Natural World</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>- Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>animals can be harmed by it.</p> <p>Describe what a <i>habitat</i> is and the features of one kind of seaside habitat.</p> <p>Describe and compare how people have enjoyed holidays at the seaside in the past compared with today.</p> <p>Vocabulary: Seaside, beach, coast, cliff, sea, ocean, river, port, harbour, England, Scotland, Wales, Northern Ireland, globe, equator, forest, hill, mountain, soil, valley, desert, vegetation, habitat, environment.</p> <p>Hinterland Knowledge:</p> <p>Know the names of some local seaside locations.</p> <p>Suggest reasons why the seaside is such a popular place to visit.</p> <p>Experiences & Provocations:</p> <p>Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Read book Somebody Swallowed Stanley by Sarah Roberts. • Look at a range of photographs of local beaches. 	<p>Locate and describe where they live in the UK.</p> <p>Identify and describe the location of Brunei in Asia.</p> <p>Identify and describe the main features of forests in Brunei.</p> <p>Recognise and describe similarities with a typical school day at Kampong Ayer.</p> <p>Identify and describe the main features of a traditional home in Kampong Ayer.</p> <p>Observe and describe the weather experienced during a typical day at Kampong Ayer.</p> <p>Use <i>Google Earth</i> satellite images to locate and describe a range of human and physical features of Kampong Ayer.</p> <p>Calculate the time difference.</p> <p>Vocabulary: Northern Hemisphere, Southern Hemisphere, population, scale, climate, commute, community.</p> <p>Hinterland Knowledge:</p> <p>Describe the kind of boats people use at Kampong Ayer and identify their different purposes.</p> <p>Know the structure of tropical rain forest vegetation.</p> <p>Experiences & Provocations:</p> <p>Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Looking at maps. • Google Earth.
<p>How does the weather affect our lives?</p>	<p>National Curriculum Expectations:</p> <p><i>Children will:</i></p> <p>--Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>--Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Core Knowledge -</p> <p><u>Seething and Mundham children will:</u></p> <p>Identify and describe the main elements of the weather.</p> <p>Describe how weather conditions change in the UK during the four seasons.</p> <p>Describe and observe the distribution of hot and cold places in the world</p>	<p>Why does it matter where food comes from?</p> <p>National Curriculum Expectations:</p> <p><i>Children will:</i></p> <p>Core Knowledge -</p> <p><u>Seething and Mundham children will:</u></p> <p>Identify where Costa Rica is and suggest reasons why bananas can be grown there and not in the UK.</p> <p>Describe and suggest reasons why the weather in Devon makes it a good place for dairy farming.</p> <p>Recognise that food comes from plants and animals and describe what happens on a farm.</p> <p>Identify and describe what happens on a dairy farm.</p> <p>Identify, describe and rank order the top ten most popular fruits in the UK and give reasons why half are imported.</p>

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	<p>relative to the Equator. Observe how the temperature of places decreases with distance from the Equator towards the North and South Pole. Describe and compare these environments. Observe and record some elements of daily weather over several days.</p> <p>Vocabulary: Season, winter, spring, summer, autumn, weather, temperature, atmosphere, rain, sun, frost, snow, mist, warm, hot, cold, freezing, changing.</p>	<p>Identify and describe the animals from which these types of meat originate. Identify and describe different kinds of vegetables.</p> <p>Vocabulary: Farm, pasture, economic activity, business, raw material, county, landscape, vegetation, settlement, village, industry, trade, harvest, export, import.</p>
	<p>Hinterland Knowledge: Describe the journey of Captain Scott and his team and suggest reasons why they wanted to be the first to reach the South Pole.</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Create a weather book to record and measure weather at school. • Become a weather reporter and use subject specific vocabulary to predict what the weather will be like in your local area. 	<p>Hinterland Knowledge: Identify and describe the ingredients of some popular meals cooked at home by people in the UK. Describe how cheese is made from milk. Describe how sugar is made from sugar beet.</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Cross curricular link to ICT/ Maths data handling. • Fruit tasting. • Map reading.
<p>Our School</p>	<p>National Curriculum Expectations: <i>Children will:</i></p> <ul style="list-style-type: none"> - 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. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Use simple compass directions to describe the location of features and routes on a map. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Core Knowledge - Seething and Mundham children will:</p>	



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		<p>To understand where I live in the local area. To locate our school in our local area. To understand what our classroom looks like. To look at aerial photographs. To observe (look at) the school environment. To draw a simple map. To understand the route I take to school. To name the 4 points of a simple compass. To begin to recognise map symbols.</p> <p>Vocabulary: Geography, north, south, east, west, compass, countryside, continent, country, Europe, United Kingdom, Nation, map, city, capital, town, village, school, Seething and Mundham, new, old, Norfolk.</p> <p>Hinterland Knowledge:</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> • Using a map to go on a walk around Seething and Mundham grounds and see what they notice about the area. • Look at photographs of areal views of Seething and Mundham. 		
	<p>Our Local Area</p>	<p>National Curriculum Expectations: <i>Children will:</i></p> <ul style="list-style-type: none"> -- 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. -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. -Use simple compass directions to describe the location of features and routes on a map. -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 		



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		<p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Core Knowledge - <u>Seething and Mundham children will:</u> To understand what our local area is like. To understand different types of housing in the local area. (Human Features) To name the types of jobs that people do in our local area. (Human Features) To understand ways that we can change the local area. To observe what my local area is like. To describe where things are on a map.</p> <p>Vocabulary: United Kingdom, Nation, map, town, village, school, Seething and Mundham, new, old, Norfolk, observe, housing, terraced, flat, detached, semi-detached.</p> <p>Hinterland Knowledge: Know how many people are in their school. Explain the impact of farming in their locality.</p> <p>Experiences & Provocations:</p> <ul style="list-style-type: none"> Pupils will experience the curriculum by: Using a map to go on a walk around Seething and observing specifically the different types of houses and buildings. 		
	Our Country	<p>National Curriculum Expectations: <i>Children will:</i></p> <p>-Name and locate the world's seven continents and five oceans. -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - 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.</p>		

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	<p>Core Knowledge - <u>Seething and Mundham children will:</u> I can name the countries of the UK. I can locate the UK using a map. I can understand a journey line. I can understand what an 'aerial view' shows. I can name capital cities of the UK. I can explain what London is like using key words. I can compare two capital cities- Brasilia and London. I can understand the differences between a 'town' and the 'countryside'. I can use key words about the town and countryside.</p> <p>Vocabulary: United Kingdom, areal view, countries, continents, journey line, London, Manchester, Birmingham, Norwich, Edinburgh, Cardiff, Brasilia, town, countryside.</p>		
	<p>Hinterland Knowledge: Know how many people live in the city compared to their local area. Know some monuments and tourist locations in London.</p> <p>Experiences & Provocations: Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> Using a maps and areal views. 		



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