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.

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LKS2

National Curriculum:

Locational Knowledge

-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (All)

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 Y5/6), and land-use patterns; and understand how some of these aspects have changed over time. (All)

-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) (Jungles and Deserts Y3/4) and (Magic Kingdom Y3/4)

Place Knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (National Parks and Mountains Y5/6), a region in a European country, (Iceland Y5/6) (Y3/4 Local place change) and a region within North (Florida Y3/4) or South America (Amazon Y3/4)

Human and physical geography

Describe and understand key aspects of:

-Physical geography, including: climate zones, biomes and vegetation belts, (Jungles and Deserts Y3/4) rivers, (Rivers Y5/6) mountains, (Mountains Y5/6) volcanoes (Volcanoes Y3/4) and earthquakes, (Earthquakes Y3/4) and the water cycle (Climate change Y5/6)

-Human geography, including: types of settlement and land use, economic activity including trade links, (Fairtrade Y5/6) and the distribution of natural resources including energy, (Y3/4 Sustainability) food, minerals and water (Fairtrade Y5/6) and (Sustainability Y3/4)

Geographical skills and fieldwork

-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (All)

-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. (Local Area Y3/4) and (Rivers Y5/6)

-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. (Local Area Y3/4) and (Rivers Y5/6) and (Earthquakes Y3/4).

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Area of study	Cycle B	Area of study	Cycle A
Why do so many people in the world live in mega cities?	**National Curriculum Expectations:** -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - Describe and understand key aspects of physical and human geography. **Seething and Mundham children will:** **Describe** what a *megacity* is and where they can be found in the world. **Locate** Britain's ten largest cities and top ten fastest growing cities on a map and **compare and describe** where they can be found. **Locate** on an outline map the largest cities of South America and **describe and explain** where most are to be found. **Describe** key features of cities and **compare** these with countryside areas. **Recognise, describe and explain** key features of Brasilia; **Compare and contrast** some of these benefits with less attractive things and explain which they think is most significant. **Describe and explain** why Milton Keynes is currently the fastest growing city in the UK. **Vocabulary:** Megacity, urban, rural, settlement, civilisation, employment, economy, migration, industry, services, government, parliament, culture, architecture, congestion, urbanisation	How can we live more sustainably?	**National Curriculum Expectations:** - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. **Seething and Mundham children will:** **Describe** and **explain** what trying to live more sustainably involves. **Identify, describe** and **explain** the difference between *renewable* and *non-renewable* resources. **Identify** and **describe** some things that could be done at their school to help it become more sustainable. **Describe and explain** in basic terms how solar panels and wind turbines generate electricity. **Describe** what a *fossil fuel* is and **explain** the main disadvantage of using coal, natural gas and oil to generate electricity. **Vocabulary:** sustainable, unsustainable, reusable, renewable, non-renewable, solar, turbine, recycle, resource, electricity, minerals, energy, global, turbine, solar, carbon dioxide, atmosphere.

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	Hinterland Knowledge: **Describe and explain** why Baghdad was the first city in the world with one million inhabitants. **Experiences & Provocations:** Pupils will experience the curriculum by: • Photos • Exploring a range of maps, atlases.		**Hinterland Knowledge:** **Explain** where solar cookers are used in the world and some of the ways that their use protects the environment. **Describe and explain** a range of things that they and their family could do to live more sustainably at home. **Experiences & Provocations:** Pupils will experience the curriculum by: • Photos • Use maps • Generate Seething and Mundham School efforts to being more sustainable
Why do some earthquakes cause more damage than others?	**National Curriculum Expectations:** -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - Describe and understand key aspects of physical and human geography. - 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. **Seething and Mundham children will:** **Locate** and **describe** the distribution of earthquakes in New Zealand. **Compare and contrast** the location of earthquakes and active volcanoes around the world and **identify** and **describe** similarities and differences. **Explain** the main causes of earthquakes. **Explain** why New Zealand has earthquakes regularly. **Describe and explain** what causes a volcano. **Suggest reasons to explain** why earthquakes of similar magnitude don't always cause the same amount of destruction. Complete a scatter graph showing the magnitude and destruction caused by several earthquakes and **describe** and **explain** what it shows. **Vocabulary:** Earthquake, volcano, equator, latitude, longitude, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, magnitude, Richter scale, distribution, Tsunami, tectonic plate, inner core, outer core, mantle, crust, fault, refugee, eruption, magma, lava, dormant, extinct, tourist.	How and why is my local environment changing?	**National Curriculum Expectations:** -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - 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. **Seething and Mundham children will:** **Describe and explain** how and why the quality of the environment changes. **Describe and explain** why these changes might have occurred. **Identify, describe and suggest reasons** for why places change. **Describe and explain** why human geography changes were made. Devise a means of measuring the quality of the environment in the local area and **describe and explain** their **reasoning.** **Observe** and **record** data about changes in the quality of the environment. **Vocabulary:** Ordnance survey, development, transport, residential, route, commercial, recreation, leisure, public services, industry, classify, population, demographic, trend, fieldwork, accessibility, amenities, civilisation, employment, economy.

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	Hinterland Knowledge: **Describe and explain** the effects of the Christchurch earthquake. . **Experiences & Provocations:** Pupils will experience the curriculum by: • Photos • Use Maps and atlases • Links to English		**Hinterland Knowledge:** **Describe and explain** the scale of deforestation revealed in several satellite images of the same location. **Experiences & Provocations:** Pupils will experience the curriculum by: • Photos • Use maps • Local walk to collect data • Present data as a scatter graph
Beyond the Magic Kingdom: What is the Sunshine State really like?	**National Curriculum Expectations:** -Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - Describe and understand key aspects of physical and human geography. - 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. **Seething and Mundham children will:** **Identify, describe and locate** on an outline map the main geographical features of Florida. **Describe** features of the equator**,** latitude, Tropics of Cancer and Capricorn, Artic and Antarctica and Northern and Southern Hemispheres **Describe and explain** why Florida is called a peninsula. **Compare and contrast** the climate of the UK and Florida and **describe and explain** similarities and differences. **Recognise** the pattern of hurricanes on a satellite image, **describe** how they form and **explain** why they are a threat to people in Florida. **Describe** the main features of the Everglades and **explain** why it has been designated a National Park. Show graphically the countries from which visitors come and **describe and explain** what they **observe.** **Vocabulary:** island, peninsula, population density, empire, exploitation, climate, drought, tropical, trade, astronomy, environment, satellite, orbit, rotation, endangered, conservation, pollution, precipitation, hurricane,	Why are jungles so wet and deserts so dry?	**National Curriculum Expectations:** - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. - Describe and understand key aspects of physical and human geography. - 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. **Seething and Mundham children will:** **Describe** how convectional rainfall forms and **explain** why the Amazon Basin receives so much of it. **Compare** climate graphs from different places and **describe and suggest reasons** for the similarities and differences they **observe.** **Compare and contrast** the temperature and rainfall data in different climate graphs to **reach conclusions** about the climate in different locations in the world. **Describe and explain** the differences between these types of climate. **Describe** features of the equator**,** latitude, Tropics of Cancer and Capricorn, Artic and Antarctica. **Understand** that seasons are reversed between the Northern and Southern Hemispheres. **Explain** why the city of Arica is the driest inhabited place in the world. **Identify, describe and explain** what a *biome* is. **Construct** a climate graph for where they live and **describe and explain** what it shows. **Vocabulary:** Rainforest, desert, correlation, tundra, evergreen, biome, source, convection, condensation, adaptation.

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	Hinterland Knowledge: **Explain** why the Kennedy Space Centre was built in Florida. **Describe and explain** why sea turtles live around Florida and why they are endangered. **Reach a judgement** as to the best time for someone from the UK to visit Florida for a holiday. **Experiences & Provocations:** Pupils will experience the curriculum by: • Photos • Maps and Atlases		**Hinterland Knowledge:** **Describe and explain** what the term *adaptation* means and how some plants and animals are adapted to living in either the Coniferous Forest or Savanna biome. **Experiences & Provocations:** Pupils will experience the curriculum by: • Use maps and atlases • Photos • Read and record climate graphs

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