

# 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.

## UKS2

### 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
<p>-How is climate change affecting the world?</p>	<p><b>National Curriculum Expectations:</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>- Describe and understand key aspects of physical and human geography.</li> <li>- 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.</li> </ul> <p><b>Core Knowledge -</b> Seething and Mundham children will:</p> <p><b>Identify</b> some of the main locations around the world already affected by climate change.  <b>Explain</b> why the Greenland ice sheet is melting and <b>empathise</b> with different viewpoints about this.  <b>Explain</b> why wildfires are dangerous and why they are becoming more frequent in Australia.  <b>Describe and explain</b> why the sea sometimes floods the land and why it may become more frequent in the future.  <b>Explain</b> how increasing amounts of greenhouse gases in the atmosphere is causing surface temperatures to rise.  <b>Describe and explain</b> how a renewable source of energy helps to reduce greenhouse gas emissions.  <b>Describe and explain</b> how countries have agreed to work together to reduce global warming and climate change.  Understand how as individuals, members of families and communities they can contribute to reducing global warming and climate change.</p> <p><b>Vocabulary:</b> Climate change, empire, monsoon, contaminated, solar system, planet, universe, slum, reservoir, hydroelectric, government, methane, indigenous, petroleum, geothermal heat, hydroelectric power, solar power, biofuel, merchant, tidal surge, commodities, resident, community.</p>	<p>Who are Britain's national parks for?</p>	<p><b>National Curriculum Expectations:</b></p> <ul style="list-style-type: none"> <li>-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.</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>- Describe and understand key aspects of physical and human geography.</li> </ul> <p><b>Core Knowledge -</b> Seething and Mundham children will:</p> <p><b>Describe and suggest reasons</b> for the distribution of National Parks.  <b>Compare and contrast</b> a map of National Parks with a relief map of Britain and <b>explain their observations.</b>  <b>Locate</b> the main physical and human features of the East of England and <b>compare</b> the amount of its protected land with other regions of the UK.  <b>Describe and explain</b> what people mean by 'cultural heritage' in National Parks.  <b>Describe</b> the physical features of the Valley of Rocks and <b>explain</b> why it is popular with walkers.  <b>Describe and explain</b> why National Parks encourage visitors.  <b>Explain</b> why National Parks are known as Britain's 'breathing spaces'.</p> <p><b>Vocabulary:</b> National Parks, landscape, heritage, mountain, summit, elevation, cliff, hill, river, valley, tourist, Area of outstanding national beauty, coastal, visitors, Wildlife, Land use, Gorge, Lake, Loch, Beach, Fields.</p>

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	<p><b>Hinterland Knowledge:</b> <b>Explain</b> how some people in The Gambia are being affected by changes in the weather.</p> <p><b>Experiences &amp; Provocations:</b> Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>• Children will research current news and thinking around climate change</li> <li>• Pupils will use a range of thematic, physical and political maps to make links between the impacts of climate change, globally</li> </ul>		<p><b>Hinterland Knowledge:</b> <b>Understand</b> what the term ‘management’ means and <b>describe and explain</b> the two purposes of National Parks.</p> <p><b>Experiences &amp; Provocations:</b> Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>• Using maps</li> <li>• Using photographs and artefacts</li> </ul>
<p>-How do volcanoes affect the lives of people on Hiemaey?</p>	<p><b>National Curriculum Expectations:</b> -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.</p> <p><b>Core Knowledge -</b> <u>Seething and Mundham children will:</u></p> <p><b>Locate</b> the countries of Europe together with their capital cities and main physical features. <b>Explain</b> how active volcanoes regularly change the landscape of Hiemaey and evaluate the advantages and disadvantages of living on the island. <b>Locate</b> the Westman Islands in Iceland and describe their physical and human features. <b>Describe and explain</b> the distinctive physical features of Hiemaey. <b>Identify</b> the pattern of places, on land and sea, where volcanoes and earthquakes occur i.e. Pacific Ring of Fire – and recognize its relationship with the tectonic plate boundaries. <b>Describe and explain</b> the structure of volcanoes and the dangers they can pose.</p> <p><b>Vocabulary:</b> Volcano, landscape, eruption, evacuation, Gulf stream, glacier, mountain, archipelago, geyser, geothermal, refugees, tectonic plates, igneous, sedimentary, metamorphic.</p>	<p>Why is fair trade fair?</p>	<p><b>National Curriculum Expectations:</b> -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. - 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.</p> <p><b>Core Knowledge -</b> <u>Seething and Mundham children will:</u></p> <p><b>Explain</b> what trade means and why the Silk Road was once the most important trading route in the world. <b>Explain</b> why countries trade and <b>reach a judgement</b> regarding the products they most frequently buy and sell. <b>Compare and contrast</b> these items with those most often exported to China and <b>describe and explain</b> the differences. <b>Describe and explain</b> what <i>Fairtrade</i> is and <b>reach a judgement</b> about some of the benefits of being a <i>Fairtrade</i> producer. <b>Understand</b> what being a <i>Fairtrade</i> School involves and recommend how this status could be achieved.</p> <p><b>Vocabulary:</b> Fair trade, premium, co-operative, ethical, conservation, viaduct, tradition, custom, culture, cultural heritage, industrial revolution, prehistoric, pastoral, technology, bracken, diversify, famine.</p>

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	<p><b>Hinterland Knowledge:</b>  <b>Explain</b> why so many people on Hiemaey are dependent on either fishing or tourism and <b>reach a judgement</b> about why they might choose to stay despite the danger of active volcanoes.</p> <p><b>Experiences &amp; Provocations:</b>  Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>• Use Maps and atlases</li> <li>• Exploring a range of maps, videos and photographs</li> <li>• Access news stories, articles and case studies</li> </ul>		<p><b>Hinterland Knowledge:</b>  <b>Describe and explain</b> why trade between countries may not always be considered 'fair.'</p> <p><b>Experiences &amp; Provocations:</b>  Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>• Photographs</li> <li>• Maps</li> <li>• Books</li> <li>• Artefacts</li> </ul>
<p>What is a river?</p>	<p><b>National Curriculum Expectations:</b></p> <ul style="list-style-type: none"> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>- Describe and understand key aspects of physical and human geography.</li> <li>- 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.</li> </ul> <p><b>Core Knowledge -</b>  Seething and Mundham children will:</p> <p><b>Identify, describe and explain</b> why the Isle of Dogs became the busiest river port in the world.</p> <p><b>Describe and explain</b> why the physical features of a river change as it flows from higher to lower ground.</p> <p><b>Identify and describe</b> typical features of river estuaries and <b>explain</b> why they are important places for wildlife.</p> <p><b>Describe</b> the stages of the hydrological cycle and <b>explain</b> the important role that rivers play in it.</p> <p><b>Observe, sequence and describe</b> how the physical features of a river change from source to mouth.</p> <p><b>Measure, record and present</b> data showing changes along a section of a local river.</p> <p><b>Vocabulary:</b> Colony, river, source, mouth, course, channel, meander, stream, bank, undercutting, tidal, marina, spit, estuary, ox-bow lake, hamlet, agriculture, brackish, ecosystem, hydrological (water) cycle, precipitation, evaporation, marsh, creek, ordnance survey, port, dock, co-ordinates.</p>	<p>Why are mountains so important?</p>	<p><b>National Curriculum Expectations:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>- Describe and understand key aspects of physical and human geography.</li> <li>- 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.</li> </ul> <p><b>Core Knowledge -</b>  Seething and Mundham children will:</p> <p><b>Identify and describe</b> the location of the largest ranges of fold mountains in the world.</p> <p><b>Identify, locate, describe and explain</b> common tourist attractions.</p> <p><b>Explain</b> why the mountains of north and west Britain are wetter and cooler than places in the south and east.</p> <p><b>Explain</b> how geographers define a mountain.</p> <p><b>Describe and explain</b> how the movement of plates of the earth's crust form fold mountains.</p> <p><b>Describe and explain</b> their main physical and human features.</p> <p><b>Explain</b> why many reservoirs were built in the Cambrian Mountains a hundred years ago.</p> <p><b>Vocabulary:</b> Mountain, summit, fold mountains, ridge, geology, geologist, metamorphic, sediment, peak, pasture, diversify, epidemic, hill, Peak, erosion, landscape, economic, landscape, valley, river, ridge, Sedimentary, Igneous, Metamorphic, Sediment.</p>

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<p><b>Hinterland Knowledge:</b></p> <p>Reach a conclusion as to why Bangladesh has so many floods.</p> <p><b>Experiences &amp; Provocations:</b></p> <p>Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>• Pupils will visit a river (Chet) and collect material from different points to explore how the water</li> <li>• Pupils will look at a range of sources, such as photos, maps and videos</li> </ul>	<p><b>Hinterland Knowledge:</b></p> <p>Explain how electricity is generated at a HEP plant and explain why it can be considered a sustainable source of power.</p> <p>Describe and explain how fossils formed – Science coverage</p> <p>Reach a conclusion regarding the likely success or failure of Mallory and Irvine’s expedition.</p> <p><b>Experiences &amp; Provocations:</b></p> <p>Pupils will experience the curriculum by:</p> <ul style="list-style-type: none"> <li>• Artefacts and photographs</li> <li>• Use Maps and atlases</li> </ul>
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