



Geography

Intent



At Elmhurst School, we believe that the teaching and learning of Geography should provoke in children a natural curiosity about the world and its people, that will remain with them for the rest of their lives. The curriculum is designed to equip children with knowledge about diverse places, people, resources and natural and human environments, together with a **thoughtful** understanding of the Earth's key physical and human processes. Our aim is for children to **aspire** to develop the skills that will lead them to discover answers to their own questions through **creative** exploration and practical experiences. As pupils progress, their growing knowledge about the world will enhance their understanding of the interaction between physical and human processes and how the Earth's features at different scales are shaped, interconnected and change over time.

The use of Key Concepts will drive learning forward and enable children to develop an emotional connection with what they are learning and allow them to understand the world in a way that transcends the parameters of Geography as a discrete subject, enabling them to make links across the curriculum as well as with their own lives.

Our aim is for all children to develop skills and knowledge and understanding in the following:

- **Locational knowledge**

Develop contextual knowledge of the location of globally significant places.

- **Place knowledge**

Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom and different areas within the wider world.

- **Human and Physical Geography**

Describe and understand key aspects, characteristics and processes of the world's most significant human and physical features and how these are interdependent and bring about change over time.

- **Map and Fieldwork Skills**

Competence in the geographical skills needed to collect, interpret and communicate geographical information in a variety of ways.

Content



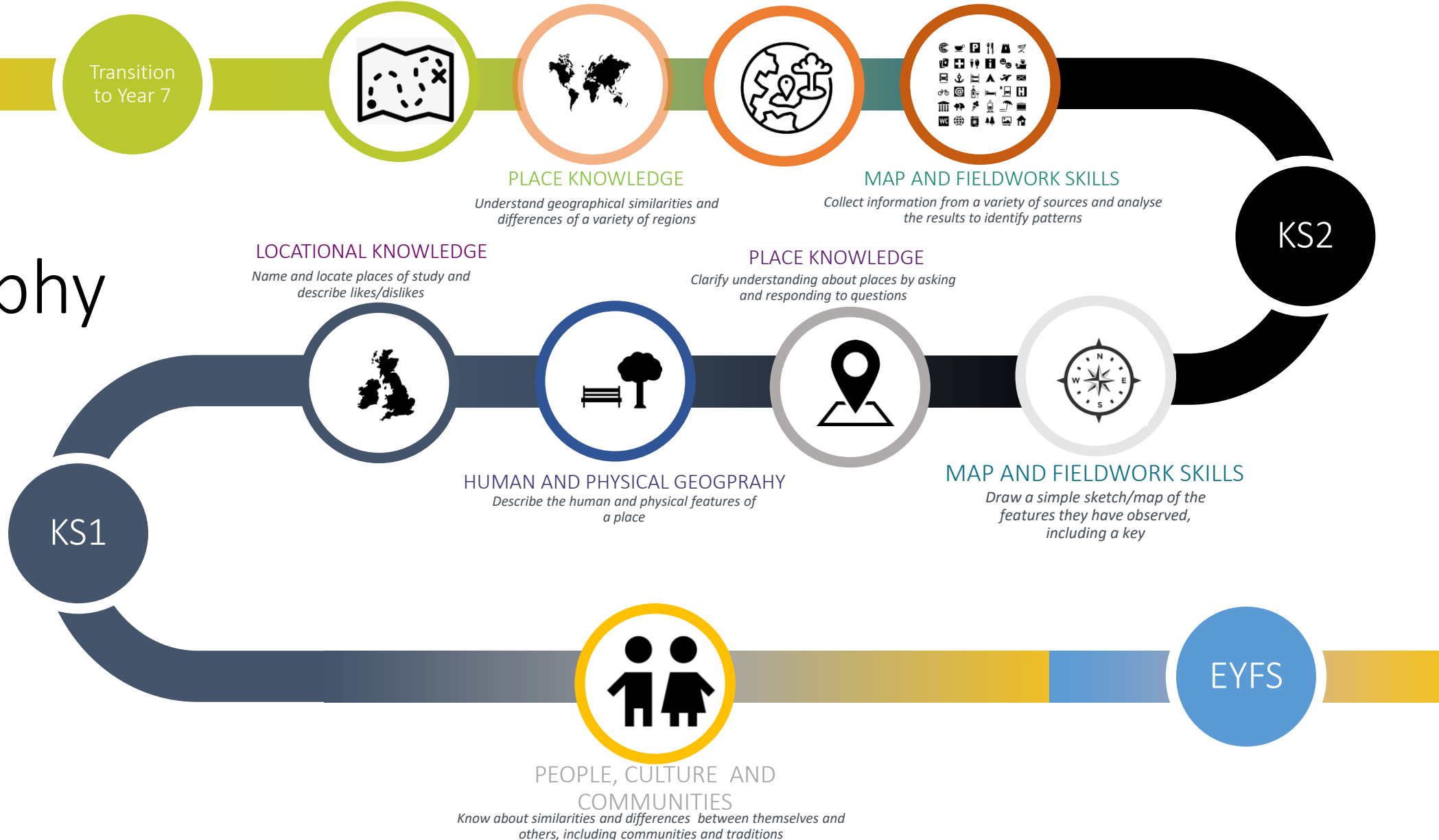
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals on verge of extinction around the world What/who lives here? - Red Kite, brought back from near extinction to Bucks Name, locate the four countries in UK, the capital cities and its surrounding seas. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop . Name and locate the world's seven continents and oceans Identify hot and cold areas of the world , including North and South Poles (climate change and future causes of extinction – Polar Bears).	Woods, near and far - Wendover Woods Other forests in the UK – Identify characteristics of the four countries of the United Kingdom Identify seasonal and daily weather patterns in the United Kingdom Three forest types: Temperate, Boreal and Tropical Identify location of hot and cold areas of the world in relation to the Equator and the North and South Pole Describe human and physical geography of Wendover Woods and contrast with a chosen Boreal/ Tropical forest in a non-European country. Use simple compass directions and locational and directional language. Devise a simple map of an area in school and local park - use and construct basic symbols in a key.	Mountains and volcanoes 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), and land-use patterns; and understand how some of these aspects have changed over time Settlements and land use – human impact on environment	Rainforests and ecosystems Biomes and vegetation belts Climate zones 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) Settlements and land use – human impact on environment South America	Sustainability Economic activity and trade links Natural resources - distribution of natural resources (energy, food, minerals and water) From: UK Europe North America South America Water cycle 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	Reasons for displacement - refugees Natural disasters/ persecution Earthquakes Hurricanes Civil war 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 - Journey of a refugee. Syria Afghanistan Continent of Africa



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Geography

EYFS – YEAR 6
Elmhurst School



Explore Projects Outline



Year group	Focus	Enquiry Questions
EYFS	Journeys around the world	What makes a great journey
Year 1	Animals on the verge of extinction (a local and wider world study)	Can we save the animals?
Year 2	Woods and forests around the world and locally	Where would you go if you weren't afraid?
Year 3	Mountains and Volcanoes	How much do we really know about the world?
Year 4	Rainforests	How can small actions eventually change the world?
Year 5	Sustainability – impact of human/physical processes	If nothing changes what is our future?
Year 6	Refugees – human and physical reasons for displacement	What is the difference between surviving and living?

Understanding the World

People, Culture and Communities

2 YO

In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from, others

Nursery

Show interest in different occupations.
Continue developing positive attitudes about the differences between people.
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Shows interest in the lives of people who are familiar to them
Enjoys joining in with family customs and routines
Remembers and talks about significant events in their own experience
Recognises and describes special times or events for family or friends
Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

Reception

Talk about members of their immediate family and community.
Name and describe people who are familiar to them.
Draw information from a simple map.
Understand that some places are special to members of their community.
Recognise that people have different beliefs and celebrate special times in different ways.
Recognise some similarities and differences between life in this country and life in other countries.
Recognise some environments that are different from the one in which they live.
Enjoys joining in with family customs and routines
Knows that other children do not always enjoy the same things, and is sensitive to this

Skills Progression



	Enquiry Location and place	Map skills	Fieldwork skills	Environment Human and physical geography
Y1	Ask simple geographical questions Name and describe familiar places Know about present changes that are happening in their local environment, e.g. at school Name and locate the world's continents Locate the UK on a world map and name the four countries	Use simple maps of the local area/ school Make a simple map, e.g. pictorial place in a story	Use simple observational skills to study the geography of the school and its grounds Use locational language (near, far, left and right) to the location of features/ routes Make a simple drawing of features observed	Describe seasonal weather changes Express their likes/ dislikes about an environment Use basic geographical vocabulary to refer to human and physical features such as beach, cliff, coast etc. and city, town, village etc.
Y2	Select information from resources to identify questions and to respond to questions about places. Name and locate the worlds continents and oceans Name and locate the four countries which make up the UK - including capital cities Suggest ideas for improving the local area	Use world maps, atlases and globes to identify the UK and its countries, as well the continents and oceans of the world Use simple compass directions and locational language Use aerial photographs and plans to recognise places and landmarks Make a simple map using a key with basic symbols	Observation of a location- discussing likes and dislikes. Questionnaire e.g. what do you like best about our playground Survey e.g. record the use of buildings on a road, traffic or litter survey Sketches – drawing simple features they observe and adding labels	Identify seasonal and daily weather patterns in the UK and regions such as countries along the equator Express their views on attractive and unattractive features of the environment of a locality Recognise, describe and observe the human and physical features of a place and making simple comparisons.
Y3	Ask questions and respond to geographical questions Make comparisons between locations, e.g. population, environment and temperatures Locate hot and cold areas of the world in relation to the equator and North/South poles	Use and interpret maps, globes, atlases and digital mapping to locate countries and key features Use the 8 points of a compass Make plans and maps using symbols and keys	Understand and use a widening range of geographical terms –settlement, industry etc Make more detailed fieldwork sketches/diagrams	Identify physical and human features of the different regions of the world, e.g. mountains, arctic, deserts, etc Compare and contrast physical features of different environments Discuss the impact of humans on the environment Understand coastal formations and how they are made

Skills Progression



	Enquiry Location and place	Map skills	Fieldwork skills	Environment Human and physical geography
Y4	Ask and respond to questions about places Locate some countries in the world , including capital cities Identify the countries of the UK, identify cities and geographical regions.	Identify on a globe the position and significance of the equator, northern and southern hemispheres, tropics of Cancer and Capricorn and the Arctic and Antarctic circles. Identify features of a place using aerial photographs Make and use more detailed maps that use symbols and a key.	Recording information through observation, more detailed sketches, questionnaires and surveys to collect information and investigate a place. Measure and record data e.g. weather in different parts of the school	Offer explanations for the location of human and physical features in different localities. Ask and respond to questions about the environment, making comparisons. Describe how people can both improve and damage the environment
Y5	Recognise the different shapes of countries Identify the physical characteristics and key topographical features of countries within North America Know about the context of places	Use maps and atlases to locate countries in Africa, North and South America as well as key trading locations in Russia Use maps of Europe to label countries, major cities, areas of natural resources and environmental regions Begin to use a four figure grid reference Use OS maps to interpret the local area	Plan the steps for an enquiry Gather information through the use of questionnaires and surveys Measure and record data and draw conclusions from findings	Compare the physical and human features of a region, identifying differences and similarities Describe how physical and human processes change the environment (link to natural resources)
Y6	Combine a range of sources to provide a detailed picture of a location Use geographical knowledge and understanding to carry out an investigation. Identify and explain different views, coming to a conclusion.	Use maps and atlases to locate countries and identify key physical/ human features Use maps and atlases to map out key routes of travel Use a compass, and maps with a four figure grid references. Use OS maps to interpret a place looking at contour lines and symbols. Compare aerial photographs to large scale maps.	Identify questions and selects appropriate ways to gather information and data though detailed sketches, observation, questionnaires, surveys, measuring data. Record information using a range of methods and interpret results to look for patterns.	Describe how a range of physical and human processes change the environment (link to conflict) Observe and explain some of the ways that human activities affect the environment. Offer explanations for the ways in which human activities affect the environment and recognise that people attempt to manage and improve environments



At Elmhurst we develop SMSC through Geography by:

Spiritual

- Inspiring awe and wonder at the natural world: both at the physical and human features.
- Inspiring wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate.
- Learning about the effect that the environment continues to have on settlement and peoples' daily lives.

Social

- Including the study of real people in different societies and helping children to understand the value of community
- An emphasis on how children can make a difference (to issues such as pollution) by making small changes to their lifestyles

Moral

- Providing opportunities for children to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example, pollution.
- Learning that issues of justice, fairness and democracy are central and can be debated in terms of children's own experiences as well as using geographical issues as contexts.

Cultural

- Providing opportunities for children to learn about real people in real places, recognising commonalities and differences.
- Encouraging children to reflect on their own personal reality of space and place.
- Providing opportunities for children to learn about different cultures within society, both locally and across the wider world.

British Values



Democracy

Children have the opportunity to explore and discuss injustices and inequalities (perceived or real) and challenge and debate these through the exploration of geographical topics (*e.g. displacement and persecution*). There are opportunities to vote in class which is done in a democratic way and every child is entitled to justify their own opinions

The Rule of Law

Children are taught that community cohesion and personal responsibility are secured through rules and laws in our society; that they are concerned with our safety and that there are consequences when they are broken.

Individual Liberty

Children learn the value of individual liberty by making choices about their learning activities. They are encouraged to know, understand and exercise their rights and personal freedoms and in doing so learn how to respect the Rights of others.

Mutual Respect and Tolerance of those with different faiths and beliefs

The geography curriculum naturally accommodates the teaching of tolerance of others through the global nature of the subject. Children gain a secure understanding of global issues and the varying impacts at a range of levels (local, national and international).

When learning about the environment and issues relating to sustainability, children develop a mutual respect for the world around them.