

Curriculum Narrative: Geography (Stibbard)



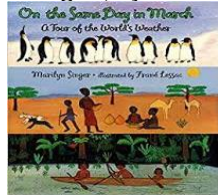
Early Years: Understanding The World

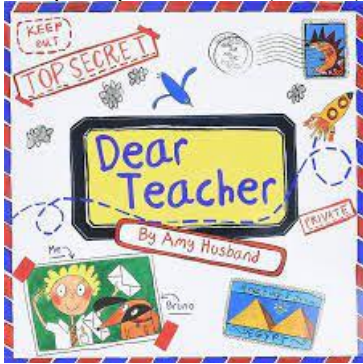
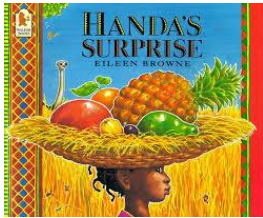
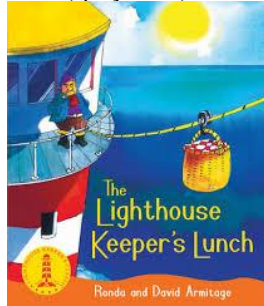
Nursery: Chn will learn about their immediate environments and explore the physical features around them. They will observe and investigate the different environments and compare them with each other using age specific subject vocabulary . They observe animals and plants and talk about the changes they notice, eg, changing seasons, etc.

Reception - they build upon their nursery knowledge and focus on their immediate local environment in Autumn and begin to draw information from simple maps. In spring, they broaden their horizons and begin to learn about other countries, flags, currency, language spoken and begin to compare life between their country and others. They further develop their understanding of the changing seasons and observe the effect of changing seasons on the natural world around them.


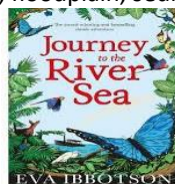
Big Concepts

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
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	Aut 1	Aut 2	Spr 1	Spr 2	Summer 1	Summer 2
<div>Year 1</div> <div>Introduce definition that Geography is the study of people and places</div>	<div>Where do I live?</div> <div>Explore the school's grounds - what do they notice? Locate and explore the four countries of the United Kingdom and the surrounding seas. Look at the Capital Cities of these four countries.</div> <div>Geographical skills & Fieldwork</div> <div>Draw a simple map of the school grounds. Ask and answer simple geographical questions. Use maps of the UK and identify the 4 countries. Locate countries on a globe.</div> <div>VOCAB: United Kingdom, England, Scotland, Wales, Northern Ireland, village, island, sea, ocean, address.</div> <div></div>	<div>How are places different in the UK?</div> <div>Identify the human and physical features around the local area of Stibbard. Locate London on a map, learn about the famous landmarks and find human and physical features. Contrast similarities and differences with Stibbard.</div> <div>Geographical Skills and Fieldwork:</div> <div>Use local maps of Stibbard Aerial photos of London and Stibbard. Physical and human features hunt around Stibbard school. Ask and answer simple geographical questions. Follow directions (Up, down, left/right, forwards/backwards) Go on a walk through the village - chn then draw a simple map of their walk from the school.</div> <div>VOCAB: Capital City, countryside, village,</div> <div></div>	<div>What is the Weather like in the UK?</div> <div>Identify seasonal and daily weather patterns in the United Kingdom</div> <div>Geographical Skills and Fieldwork:</div> <div>Use observational skills to log the changes in weather and seasons from spring to summer - weekly observations - map them on a table or draw a weather chart.</div> <div>VOCAB: weather, rainy, sunny, windy, snowy, stormy, seasons, changes, symbols</div> <div></div>			

<p>Year 2</p>	<p>What are the 7 continents and 5 oceans of the world?</p> <p>Name and locate the world's seven continents and five oceans using mapping skills. Identify equator, northern and southern hemispheres. Compare Ecuador's climate and land features to the UK.</p> <p>Geographical skills & Field work: Use the four compass points. Find the world map in atlases and online. Locate, identify and describe the continents in relation to each other.</p> <p>VOCAB: continents, oceans, country, equator, north and south poles, northern and southern hemispheres, compass points: North, South, East, West.</p> 	<p>Would you prefer to live in a hot or cold place?</p> <p>Where are the hot and cold countries on a globe and on a map? Contrast Kenya with the UK. The location of hot areas of the world in relation to the Equator.</p> <p>Geographical skills & Field work: Use world maps to locate Africa and Kenya. Use aerial photos to compare Kenya and UK. Use the four compass points to locate Kenya in relation to the UK and within Africa.</p> <p>Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.</p> <p>VOCAB: globe, equator, Kenya, country, continent, Africa, lake, mountain, grasslands, savannah, hot, polar, ice, cold, icebergs</p> 	<p>How is Cromer beach different from Stibbard?</p> <p>Use coastal aerial photographs to recognise landmarks and identify human and physical features. Compare Cromer with Stibbard.</p> <p>Geographical skills & Field work: Trip to Cromer Beach - identify human and physical features using photos/maps and real life. Draw a simple map of a route around Cromer with a key. Use the 4 compass points and directional language - (N,S,E,W) left, right, near, far.</p> <p>VOCAB: coast, coastal, cliff, beach, settlements, ocean, pier, lifeboat, danger, North, South, East, West, physical, human features, village, farm, houses.</p> 
<p>Year 3</p>	<p>How is Norwich different from where I live?</p> <p>Locate where they live on a map: Which county is it in? Which city is nearest? What country is it in? Which continent is it part of?</p> <p>Place Knowledge: What are the similarities of where you live and Norwich?</p> <p>Human & Physical Geography: Compare the physical and human features in both locations.</p> <p>Field work: -Stibbard - vehicle count (outside school)</p>	<p>Where is Europe?</p> <p>Locational Knowledge: Locate and name the main countries of Europe on a world map. Identify its position in the Northern Hemisphere. What are the surrounding seas?</p> <p>Place Knowledge: Look at Italy as a European country. What are Italy's cities and landmarks?</p> <p>Human & Physical Geography: Study the climate of Italy, mountain ranges and</p>	<p>North & South America and the Amazon Rainforest</p> <p>Locational Knowledge: Recap and name the continents on a World Map. Identify the position of the Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Place Knowledge: How many countries are in S. America? Where is Brazil - use locational language.</p> <p>Human & Physical Geography: Describe the effect of deforestation of the Amazon</p>

	<p>-Trip to Norwich - pedestrian/ vehicle count- record in bar charts and draw conclusions.</p> <p>VOCAB: rural, city, urban, suburbs, village, town, region, county, local, regional, physical, human, features, agriculture, arable, country, density, landscape, key, population</p> <p>Hook:</p> 	<p>volcanoes.</p> <p>Field work:</p> <p>VOCAB: Hemisphere, northern, longitude, latitude, climate, Continents, Capital city, Landmark, amphitheatre, colosseum, Mountain range, Alps, Apennines Tectonic - plates Volcano(es) –Vesuvius, Etna, Stromboli Earthquake, erupt, larva, molten</p> <p>Story:</p> 	<p>Rainforest. Investigate the impact of countries' proximity to the equator on climate.</p> <p>Field work:</p> <p>Graph climate of Amazon Rainforest - rainfall.</p> <p>VOCAB: Amazon, rainforest, Hemisphere, northern, southern, longitude, latitude, Equator, Tropics of Cancer and Capricorn. climate, temperature, tropical, tribes, emergent layer, Canopy, Understory, climate, canopy, forest floor, damage, deforestation.</p> <p>Story:</p> 	
Year 4	<p>What countries make up the island of Great Britain?</p> <p>Locational Knowledge: Locate and name the main countries and cities in and near to Norfolk. Identify key topographical features (including hills, mountains, coasts and rivers).</p> <p>Human & Physical Geography: Look at the differences and similarities between the countries in the UK.</p> <p>Fieldwork:</p> <p>VOCAB: Countries, counties, regions, compass points North, South, East, West, NE/NW/SE/SW, mountains, urban, rural, village, town, city, ocean, coastline.</p> 	<p>What is a River? How does the Nile make a difference to Egypt?</p> <p>Locational Knowledge: Identify the longest rivers in the world and the largest deserts.</p> <p>Human & Physical Geography: What is modern Egypt like? What is its Climate? Types of settlements along the Nile.</p> <p>VOCAB: River, Egypt, River Nile delta, Aswan Dam, uses, tourism, flooding, positive, negative, source, mouth, deserts.</p>  <p>Human & Physical Geography: Understand the uses the River Nile has today, compare with Ancient Egypt uses. Recognize how the River Nile is a major part of life for the majority of Egyptians.</p>	<p>How is Germany different to Norfolk?</p> <p>Place Knowledge: Describe the position and location of Germany within Europe. Look at climate, human and physical features and contrast with Norfolk.</p> <p>VOCAB: continents, countries, Europe, political map, physical map, Africa, Australasia, Asia, Russia, North & South America, compass points, oceans, borders, boundaries, people groups</p>	<p>Where did people evacuate to in the UK in WW2?</p> <p>Locational Knowledge: Locate counties and cities of the United Kingdom where people evacuated to during WW2 and recognise the topographical features that influenced the decisions to evacuate from there or to there during WW2.</p> <p>Field work:</p> <p>VOCAB: migration, evacuation, Europe, continent, country, countries, role, locate, location.</p>

		VOCAB: Egypt, River Nile, transport, trading, irrigation, Aswan Dam, settlements.			
Year 5/6	<p>Oceans, Rivers & Seas, what's the difference?</p> <p>Locational Knowledge: Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Human & Physical Geography: Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration</p> <p>VOCAB: evaporation, precipitation, condensation, cloud formation, rivers, lakes, oceans, seas, reservoirs, bays, straits, gulfs, glaciers and fjords. River features - source, mouth, meander, tributary, delta, confluence, stream, spring, floodplain, sediments, erosion,</p>  <p>water fall, ox-bow lake.</p>	<p>How does Plastic pollution affect our world?</p> <p>Human & Physical Geography: describe the effects of plastic pollution and understand the impact of humans on our environment.</p> <p>VOCAB: plastic, damage, environment, pollution, climate change, impact Water cycle, sustainable, effects, biodegradable.</p>	<p>How can we live more sustainably?</p> <p>Human & Physical Geography: Look at the impact of climate change (weather patterns). Learn about natural energy resources around the World - Europe (Germany) and South America.</p> <p>VOCAB: Renewable, distribution, natural energy, resources, climate change,</p>	<p>What is Globalisation?</p> <p>Find out about how goods and services are traded around the world. Explore Britain's exports and imports today and in the past. Summarise the benefits and risks of globalisation and the importance of Fairtrade.</p> <p>VOCAB: Baghdad, ancient trade route, natural barriers, spice, silk, China, East, West, cultural exchange, Import, export, trade, globalisation, Fairtrade, raw materials, supplier, distributor, consumer, retailer, manufacturer, EU, TNC (transnational corporation e.g. Pepsico, Coca Cola)</p>	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills: Enquiry and Investigation.	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments and people.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places and geographical issues
Geography Skills: Fieldwork	Find out about the environment by talking to people, examining photographs, simple maps and visiting places.	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of the their school and local environment.	Observe, record, and name geographical features in their local environments.	Observe, record, and name geographical features in their local environments.	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. visiting local places.
Geographical Skills: Interpret a Range of Sources of Geographical	Use a range of sources such as simple maps, photographs, magnifiers. and visiting local	Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean	Use a range of sources such as maps, globes, atlases and aerial photos to identify features	Use a range of sources including digital maps, atlases, globes and satellite images to research	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite	Use a range of maps and other sources of geographical information and select the most	Interpret a wider range of geographical information and maps including scale, projections,

Information	places.	something on maps.	and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps	images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.	thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
Geographical Skills: Communicate Geographical Information	Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to church and park.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length
Mapping							
Direction/Location	Follow simple directions.	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. coordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. coordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use

							latitude and longitude on atlas maps
Drawing maps	Draw and create their own maps using real objects, and/or pictures and symbols	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing	Begin to draw a variety of thematic maps based on their own data	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	Look at signs and symbols on different types of maps for example in school, and the local community	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key; Use/recognise OS map symbols	Use/recognise OS map symbols; Use atlas symbols.
Using maps	Use a simple map with symbols to spot features in the school grounds or in the local community.	Use a simple picture map to move around the school; Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or Egypt on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Galapagos Islands, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest / coldest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Style of maps	Real maps, electronic globes and maps, maps of the classroom/school,	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior	Use large and medium scale OS maps. Use junior atlases. Use map sites on	Use index and contents page within atlases. Use medium scale land ranger OS	Use OS maps. Confidently use an atlas. Recognise world map as a flattened

	local town, park, zoo, museum etc, story maps		maps. Use an infant atlas	atlases. Begin to identify features on aerial/oblique photographs	internet. Identify features on aerial/oblique	maps.	globe.
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What is Globalisation?

Find out about how goods and services are traded around the world. Explore Britain's exports and imports today and in the past.

Summarise the benefits and risks of globalisation and the importance of Fairtrade.

VOCAB: Baghdad, ancient trade route, natural barriers, spice, silk, China, East, West, cultural exchange,

Import, export, trade, globalisation, Fairtrade, raw materials, supplier, distributor, consumer, retailer, manufacturer, EU, TNC (transnational corporation e.g. Pepsico, Coca Cola)

Time zones (link to time in maths)

Locational Knowledge: Identify the position and significance of latitude/longitude and the Greenwich Meridian

VOCAB:

Time zones, Greenwich meridian, latitude, longitude