


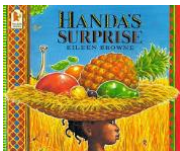
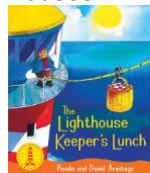
## Curriculum Narrative: Geography (NE) 23/24

### 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	
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Summer 2	
Reception/1 SHEEP	<p><b>Where do I live?</b> 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.</p> <p><u>Geographical skills &amp; Fieldwork</u></p> <p>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.</p> <p><b>VOCAB:</b> United Kingdom, England, Scotland, Wales, Northern Ireland, village, island, sea, ocean, address.</p> 		<p><b>Would you prefer to live in a hot or cold place?</b></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><b>Geographical skills &amp; Field work:</b> <b>Use world maps to locate Africa and Kenya.</b> <b>Use aerial photos to compare Kenya and UK.</b></p> <p><b>VOCAB:</b> globe, equator, Kenya, country, continent, Africa, lake, mountain, grasslands, savannah, hot, polar, ice, cold, icebergs</p> 		<p><b>How is Cromer beach different from North Elmham?</b></p> <p>Use coastal aerial photographs to recognise landmarks and identify human and physical features of Cromer Beach. Compare Cromer with North Elmham.</p> <p><b>Geographical skills &amp; Field work:</b> <b>Trip to Cromer Beach? - identify human and physical features using photos/maps and real life.</b> <b>Draw a simple map of a route with a key.</b></p> <p><b>VOCAB:</b> coast, coastal, cliff, beach, settlements, ocean, pier, lifeboat, danger, North, South, East, West, physical, human features, village, farm, houses.</p> 		

## Year 2/3/4 WHALES

### How is Norwich different from where I live?

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?

**Place Knowledge:** What are the similarities of where you live and Norwich?

**Human & Physical Geography:** Compare the physical and human features in both locations.

#### Field work:

- Stibbard - vehicle count (outside school)
- Trip to Norwich - pedestrian/ vehicle count-record in bar charts and draw conclusions.

**VOCAB:** rural, city, urban, suburbs, village, town, region, county, local, regional, physical, human, features, agriculture, arable, country, density, landscape, key, population

#### Hook:



### What countries make up the island of Great Britain?

**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).

**Human & Physical Geography: Look at the differences and similarities between the countries in the UK.**

#### Fieldwork:

**VOCAB:** Countries, counties, regions, compass points North, South, East, West, NE/NW/SE/SW, mountains, urban, rural, village, town, city, ocean, coastline.

### What is modern Egypt like?

Look at the importance of the River Nile and its uses, Aswan Dam - positives and negatives, urbanisation, tourism, flooding, climate, land use, desert.)

use terms human geography/ physical geography.

**VOCAB:** county, Egypt, River Nile, transport, trading, irrigation, Aswan Dam, **introduce terms human and physical geography** (physical geography is not man made e.g. mountains, rivers, some forests - human geography e.g. dams, reservoirs, motorways, roads, buildings)

## Year 5/6 LIONS

### Oceans, Rivers & Seas, what's the difference?

#### 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.

**Human & Physical Geography:** Describe and understand key aspects of :

Physical geography including coasts, rivers and the water cycle including transpiration

**Fieldwork:** Combine with Y5/6 residential - trip to coast/river? Effects of erosion on coastline or riverbanks?

**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,

### How does Plastic pollution affect our world?

#### Human & Physical Geography:

describe the effects of plastic pollution and understand the impact of humans on our environment.

**VOCAB:** plastic, damage, environment, pollution, climate

### How can we live more sustainably?

**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.

**VOCAB:** Renewable, distribution, natural energy, resources, climate change,

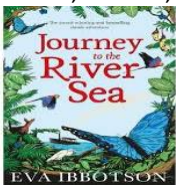
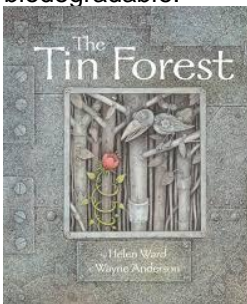
### What is Globalisation?

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)

	<p>sediments, erosion, water fall, ox-bow lake.</p>  <p><b>Tide Times &amp; Time zones (link to time in maths)</b></p> <p><b>Locational Knowledge:</b> Identify the position and significance of latitude/longitude and the Greenwich Meridian</p> <p><b>VOCAB:</b> Time zones, Greenwich meridian, latitude, longitude</p>	<p>change, impact Water cycle, sustainable, effects, biodegradable.</p> 		
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### Geography Skills Progressions Map - Year B 2022 - 2023

	Sheep			Whales		Lions	
	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.	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	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when	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	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

				comparing places and features.	investigating different places, environments and people.	different places and environments.	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 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 Information	Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places.	Use a range of sources such as simple maps, globes, atlases and images. Know that symbols mean something on maps.	Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps	Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Use a range of maps and other sources of geographical information and select the most 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.	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.
Geographical Skills:	Arouse awareness of	Use maps and other images to	Express views about the environment			Express and explain their opinions on	Develop their views and attitudes to

Communicate Geographical Information	features of the environments in the setting and immediate local area. E.g. make visits to church and park.	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	and can recognise how people sometimes affect the environment. Create their own simple maps and symbols.			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	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
<b>Mapping</b>							
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	Use own symbols	Begin to	Know why a key is	Know why a key is	Draw a sketch map	Use/recognise OS

	symbols on different types of maps for example in school, and the local community	on imaginary map.	understand the need for a key. Use class agreed symbols to make a simple key	needed. Use standard symbols.	needed. Begin to recognise symbols on an OS map.	using symbols and a key; Use/recognise OS map symbols	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, local town, park, zoo, museum etc, story maps	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.

## 24/25 Lions

### How has North Elmham's land use changed over time?

Use fieldwork to observe, measure and record the changes in human and physical features in the local area using a range of methods, including sketch maps of the local area, traffic survey and then compare in class (homework) plans of the field and graphs, and grid references.

**VOCAB:** 8 point compass, grid references, field work, survey, locality.

### Should ..... be shut to traffic?

Fieldwork

Design and carry out a survey on road use in the local area. Present, analyse data and draw conclusions

### 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