

Geography Curriculum



Cooperative
Education East

Aims of Geography at the Cooperative Education East Trust

Please refer to our Curriculum and Rationale document which can be found on our schools' websites.

<https://banham.cee.coop/>, <https://bunwell.cee.coop/>, <https://thompson.cee.coop/>

At the Cooperative Education East Trust, we aim for children to develop their natural curiosity and interest in the world and its people and take this into their lifelong learning. We aim to do this by teaching our children an understanding of places and environments and how theirs and others actions impact upon this. Through their work in Geography, our children will learn about the local area and think about how life in this area compares with other regions in the UK and the wider world. The children will spend time looking at maps, learning how to draw and interpret maps, developing their research, investigation, analysis and problem-solving skills. Through the study of human geography, the children will also gain an understanding of life in other cultures.

Our Geography curriculum will encourage children to understand and investigate the physical world so that they recognise the importance of sustainability and protecting the environment in which we live. As the children's knowledge develops we create links with both physical and human changes on the landscape and formation of our world.

Our Geography curriculum aims to provide a range of geographical experiences both in and out of the classroom, encouraging children to build their interest and enjoyment, knowledge and understanding of the subject. Children will be provided with the opportunity to gather, analyse and discuss information and data they have collected through a range of experiences such as field work tasks as through real experiences learning is consolidated.

We will develop a sense of place by looking at the local area in which they live and placing this within the wider context of the world around them. There will be an emphasis on developing geographical vocabulary and communicating geographical information in a variety of ways.

At the Cooperative Education East Trust, we follow the National Curriculum for Geography which can be found here:

https://assets.publishing.service.gov.uk/media/5a7c1ecae5274a1f5cc75e97/PRIMARY_national_curriculum_-_Geography.pdf

We have taken the National Curriculum attainment targets for Geography and grouped them into learning lenses in order to align them with our **C.A.R.E.** vision. As a Trust we ensure we **C.A.R.E.** and that our children will be **C**onfident, **A**ble to meet future challenges, **R**esponsible members of the community and **E**ffective Learners.

In order to describe Geography across the school we have developed a shared language to be used with all learners across each class and year group.

The 4 learning lenses in Geography that we use are:

- Space Where is it? Location- where to find it
- Place What is it? Description of the physical and human features and characteristics
- Process Why does it occur? Used to describe physical processes and cycles
- Environment The interconnection between all of the above features and how they interact with each other

Curriculum Map of Geographical Topics

Cycle A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u> UW People Culture & Community	Draw information from a simple map. Name my village and Norwich as my nearest city. Arable farming	Some birds migrate to warmer climates.	Chinese New Year Recognise some similarities and differences between life in this country and life in other countries. Using maps to locate Arctic, England, UK,	Know who helps us and how this impacts us. How we can help ourselves and keep ourselves safe in our environment.	Recognise some similarities and differences between life in this country and life in other countries. Livestock farming and what types of farms are around us. Revisit arable farming. Habitats insects.	Who are 'safe people'. stranger danger. Habitats and wild and domesticated animals.
<u>Year 1/2</u>	N/A	What does travel look like? (Continents and oceans)	N/A	Where can we go on safari? (Contrasting country study – Africa)	N/A	Where can we visit in the UK? (UK and London)
<u>Year 3/4</u>	N/A	What would I see on a journey down a river? (Rivers and water cycle)	N/A	Why would anyone want to live near a volcano? (Natural disasters)	N/A	Who are the Americans? (USA study)
<u>Year 5/6</u>	How do I know where to go? (Map work)	N/A	What would I find in the rainforest? (Rainforests and South America)	N/A	Why are the Broads important to Norfolk? (National Parks)	N/A

Cycle B

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reception	Draw information from a simple map. Name my village and Norwich as my nearest city. Arable farming	Some birds migrate to warmer climates.	Chinese New Year Recognise some similarities and differences between life in this country and life in other countries. Using maps to locate Arctic, England, UK,	Know who helps us and how this impacts us. How we can help ourselves and keep ourselves safe in our environment.	Recognise some similarities and differences between life in this country and life in other countries. Livestock farming and what types of farms are around us. Revisit arable farming. Habitats insects.	Who are 'safe people'. stranger danger. Habitats and wild and domesticated animals.
Year 1/2	How do you survive in a frozen world?	N/A	Where do I live? (Local area study)	N/A	What does our coast look like? (Coastal study)	N/A
Year 3/4	N/A	Where do I live? (Local area study)	N/A	Who are our European neighbours? (European studies)	N/A	What's it like to live in Norwich? (Local study)
Year 5/6	Natural Resources	N/A	What is it like to live in Scandinavia? (Europe study)	N/A	What is it like to live in China? (China study)	

Early Years Curriculum

In the EYFS, children will be introduced to geography through exploring the world around them. We understand that children learn best when they are absorbed, interested and active. We understand that active learning can involve other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

The most relevant statements for geography are taken from the following areas of learning:

- Mathematics
- Understanding the World

<u>Early Years Curriculum</u>	<u>When is it taught?</u>
<u>Understanding the World</u> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them	Autumn 1 Autumn 2 Spring 1 Summer 1

Recognise some environments that are different to the one in which they live	All terms – seasons, what happens and the changes they bring.
People, culture and communities (ELG) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1
The natural world (ELG) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. Explore the natural world around them, making observations and drawing pictures of animals and plants.	All terms – seasons, what happens and the changes they bring. Autumn 1 Autumn 2 Spring 1 Summer 1 Summer 2
Past and present (ELG) Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Autumn 1 Autumn 2 Spring 2 Summer 1 Summer 2

Key Stage 1

By the end of key stage 1, pupils should have developed knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

During key stage 1, they will be taught to:

<u>National Curriculum</u>	<u>Learning lenses</u>	<u>When is it taught?</u>	<u>Links with EYFS & KS2</u>
Name and locate the world's seven continents and five oceans	Space	Cycle A Term 2 Continents Cycle A Term 4 Safari Cycle B Term 1 Frozen World	EYFS Spring 1 Antarctica and England (Europe) Year 3/4 Cycle A Term 4 Volcano Year 3/4 Cycle A Term 6 USA Year 3/4 Cycle B Term 6 Europe Year 5/6 Cycle A Term 1 Mapwork Year 5/6 Cycle A Term 3 Rainforests Year 5/6 Cycle B Term 1 Natural resources

			Year 5/6 Cycle B Term 3 Scandinavia Year 5/6 Cycle B Term 5 China
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Space Place	Cycle A Term 6 UK & London Cycle B Term 3 Where do I live Cycle B Term 5 Coasts	EYFS Spring 1 – London & its landmarks Year 3/4 Cycle A Term 2 Rivers Year 3/4 Cycle B Term 2 UK & local Year 3/4 Cycle B Term 6 Norwich Year 5/6 Cycle A Term 1 Map Work Year 5/6 Cycle A Term 5 Broads Year 5/6 Cycle B Term 1 Natural Resources
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Place Environment	Cycle A Term 4 Safari Cycle A Term 6 UK & London Cycle B Term 1 Frozen World Cycle B Term 3 Where do I live	EYFS Autumn 1 My Village Spring 1 Antarctica Summer 1 Where our food comes from and how it grows. Year 3/4 Cycle A Term 4 Volcano Year 3/4 Cycle A Term 6 USA Year 3/4 Cycle B Term 4 Europe Year 5/6 Cycle A Term 3 Rainforests Year 5/6 Cycle B Term 3 Scandinavia Year 5/6 Cycle B Term 5 China
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Space Process	Cycle A Term 4 Safari Cycle A Term 6 UK & London Cycle B Term 1 Frozen World Cycle B Term 3 Where do I live Cycle B Term 5 Coasts	EYFS All terms – seasons, what happens and the changes they bring. EYFS Spring 1 - Antarctica
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	Place	All units will have a tight focus on geographical vocabulary.	EYFS Spring 1 Antarctica Summer 1 Where our food comes from and how it grows
Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Place	Cycle A Term 6 UK & London Cycle B Term 3 Where do I live Cycle B Term 5 Coast	EYFS Autumn 1 My Village & Norwich EYFS Spring 1 London Year 3/4 Cycle A Term 2 Rivers Year 3/4 Cycle A Term 6 USA Year 3/4 Cycle B Term 2 UK & local Year 3/4 Cycle B Term 6 Norwich Year 3/4 Cycle B Term 4 Europe Year 5/6 Cycle A Term 5 Broads Year 5/6 Cycle B Term 1 Natural Resources Year 5/6 Cycle B Term 3 Scandinavia Year 5/6 Cycle B Term 5 China
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	Space	Cycle A Term 2 Continents Cycle A Term 6 UK & London Cycle B Term 3 Where do I live Cycle B Term 5 Coast	EYFS Autumn 1 My Village EYFS Spring 1 London & Antarctica All KS2 units will include some map work that will focus on these skills.

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.	Space	Cycle A Term 2 Continents Cycle A Term 4 Africa Cycle B Term 3 Where do I live Cycle B Term 5 Coast Also covered through the mathematics curriculum	EYFS Autumn 1 My route to school All KS2 units will include some map work that will focus on these skills.
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Environment	Cycle A Term 6 UK & London Cycle B Term 3 Where do I live Cycle B Term 5 Coast	Year 3/4 Cycle A Term 2 Rivers Year 3/4 Cycle A Term 4 Volcano Year 5/6 Cycle A Term 1 Mapwork Year 5/6 Term 5 Broads
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Location	Cycle B Term 3 Where do I live	EYFS Autumn 1 Year 3/4 Cycle A Term 2 Rivers Year 3/4 Cycle A Term 4 Volcano Year 5/6 Cycle A Term 1 Mapwork Year 5/6 Term 5 Broads

Key Stage 2

During key stage 2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America and China. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

They will be taught to:

<u>National Curriculum</u>	<u>Learning lenses</u>	<u>When is it taught?</u>	<u>Links with EYFS & KS1</u>
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.	Space Place	Year 3/4 Cycle A Term 4 Volcano Year 3/4 Cycle A Term 6 USA Year 3/4 Cycle B Term 4 Europe Year 5/6 Cycle A Term 1 Mapwork Year 5/6 Cycle A Term 3 Rainforests Year 5/6 Cycle B Term 1 Natural Resources Year 5/6 Cycle B Term 3 Scandinavia Year 5/6 Cycle B Term 5 China	EYFS Spring 1 Antarctica and England (Europe) Cycle A Term 2 Continents Cycle A Term 4 Safari Cycle B Term 1 Frozen World
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,	Space Place	Year 3/4 Cycle A Term 2 Rivers Year 3/4 Cycle B Term 2 UK & local Year 3/4 Cycle B Term 6 Norwich Year 5/6 Cycle A Term 1 Map Work Year 5/6 Cycle A Term 5 Broads Year 5/6 Cycle B Term 1 Natural Resources	EYFS Spring 1 Antarctica Summer 1 Where our food comes from and how it grows Cycle A Term 6 UK & London Cycle B Term 3 Where do I live Cycle B Term 5 Coasts

coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.			
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)	Space	Year 5/6 Cycle A Term 3 Rainforests All units will include some map work that will focus on this use of vocabulary.	
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Place Environment	Year 3/4 Cycle A Term 4 Volcano Year 3/4 Cycle A Term 6 USA Year 3/4 Cycle B Term 4 Europe Year 5/6 Cycle A Term 3 Rainforests Year 5/6 Cycle B Term 3 Scandinavia Year 5/6 Cycle B Term 5 China	EYFS Spring 1 Antarctica and London EYFS Summer 1 Farming and Habitats Cycle A Term 4 Safari Cycle A Term 6 UK & London Cycle B Term 1 Frozen World Cycle B Term 3 Where do I live
Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Process Environment	Year 3/4 Cycle A Term 2 Rivers Year 3/4 Cycle A Term 4 Volcano Year 3/4 Cycle A Term 6 USA Year 3/4 Cycle B Term 2 UK & local Year 3/4 Cycle B Term 4 European Year 5/6 Cycle A Term 1 Mapwork Year 5/6 Cycle A Term 3 Rainforests Year 5/6 Cycle A Term 5 Broads Year 5/6 Cycle B Term 3 Scandinavia Year 5/6 Cycle B Term 5 China	Cycle A Term 4 Safari Cycle A Term 6 UK & London Cycle B Term 1 Frozen World Cycle B Term 3 Where do I live Cycle B Term 5 Coasts
Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Place Environment	Year 3/4 Cycle A Term 2 Rivers Year 3/4 Cycle A Term 6 USA Year 3/4 Cycle B Term 2 UK & local Year 3/4 Cycle B Term 6 Norwich Year 3/4 Cycle B Term 4 Europe Year 5/6 Cycle A Term 5 Broads Year 5/6 Cycle B Term 1 Natural Resources Year 5/6 Cycle B Term 3 Scandinavia Year 5/6 Cycle B Term 5 China	EYFS Summer 1 & 2 Where our food comes from and habitats. Cycle A Term 6 UK & London Cycle B Term 3 Where do I live Cycle B Term 5 Coast
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Space	All KS2 units will include some map work that will focus on these skills.	EYFS Spring 1 Antarctica and England Cycle A Term 2 Continents Cycle A Term 6 UK & London Cycle B Term 3 Where do I live Cycle B Term 5 Coast
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to	Space	All KS2 units will include some map work that will focus on these skills.	Cycle A Term 2 Continents Cycle A Term 4 Africa Cycle B Term 3 Where do I live Cycle B Term 5 Coast

<p>build their knowledge of the United Kingdom and the wider world.</p>			
<p>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>Space Place</p>	<p>Year 3/4 Cycle A Term 2 Rivers Year 3/4 Cycle A Term 4 Volcano Year 5/6 Cycle A Term 1 Mapwork Year 5/6 Term 5 Broads</p>	<p>EYFS ongoing Cycle A Term 6 UK & London Cycle B Term 3 Where do I live Cycle B Term 5 Coast</p>

