Curriculum Big Picture for Subjects

(to be used with subject overview)

School	Victoria Park Primary Academy	
Subject	Subject Geography	

What are the Big Concepts and Ideas that we want children to learn about in this subject through their education?

- 1. Children will learn about and experience the characteristics of their immediate locality recognising where we live is a blend of urban and rural
- 2. Understand geographical characteristics and features of different locations including those in the country that we live
- 3. Recognising similarities and differences between different places in the world and that their location can effect what the geography of that place is like.
- 4. Children know how to and can use a map to locate different places in the world for example, cities, countries, continents and oceans.
- 5. Each year, children making connections to Geography that is either local or national and world geography so that they build up a broad picture of places in the world

How do these concepts progress throughout the school?

EYFS	KS1	KS2
 Ask questions about aspects of their familiar world such as the place where they live or the natural world (1) Talks about some of the things they have observed (2) Look closely at similarities, differences, patterns and change (3, 5) 	 Connecting children to their immediate locality (1&2) Identify geographical features of the place in which we live (2) Begin to identify differences between where we live and another area (urban and rural (4) 	 Locate world countries using maps – concentrating of their environmental features (2, 5) More detailed work identifying similarities and differences – comparing and contrasting between geographical regions (3, 5) Locate, describe and understand key aspects of physical geography. For example, rainforest and climate zones. (3, 4, 5)

WHY do children learn what they are learning in each year and term?

	Cycle A				
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	Autumn	Spring	Summer		
EYFS					
Year	Children start off by learning about concepts of		Because children now have a more concrete		
1	near and far away in terms of geography. They can recognise the area where they live, describe what it is like and remember that it is in the United Kingdom. They can understand that the United Kingdom is made up of 4 countries. By starting to recognise where they live, they can then start to realise that other people live in different countries. By looking at maps they can see where other people live, start to name some countries and compare what it is like there and how it is different to where we live.		understanding of where they live and that other countries are different, they can then start to understand that there are locations in the same country that are different, and learn to name and describe key physical and human features of both locations. They can build on knowledge that the UK is surrounded by seas and therefore the land near the sea is where they will find the beach. Due to the term being the spring into summer, they can observe days becoming longer, weather becoming warmer and identify the type of weather that people chose to go to the beach in – including going outside of the UK to do this.		
Year	When leaning about the Great Fire of London	Pupils can further build on their knowledge of	When learning thematically about flight travel, pupils		
2	(linked to History in the Autumn term – see History big picture) children will further cement their knowledge of the capital city of the UK being London (as well as finding the capital cities of other UK countries). They will recognise geographical features of London at the time of the fire (and how this affected the events that took place) and will use aerial photographs and maps to observe the layout. They will describe the physical features using correct terminology. This will be a further type of geographical location (building on their own locality and the beach) where they can start to describe both physical and human features of an urban place	different locations by now recognising places that are rural. This is completed at this point so as to link with growing and plants in Science. Children can also use their own locality to recognise both urban and rural features (building on their knowledge of urban features from both their work on London and their work on Kidderminster in Year 1) and can then compare and contrast this to more rural features. Some of these will also be able to be found locally around the coppice area. Local outdoor exploration will allow pupils to use their locational language, compass directions, and undertake following routes on map.	will be able to look beyond their country (building on schemata from the start of Year 1, although this focused only on one country) to recognise that there are 7 continents and 5 oceans beyond it They will look at maps and atlases to see where people fly to. They will see which continents and oceans that people have flown over. When thinking about where people fly, they will start to recognise that places nearer to the equator are hotter and that if people want to go somewhere cold, they fly further away from the equator. This may have also been considered in Year 1 summer term work on the beach and so will build on pupil		

a) will extend their knowledge of places beyond the UK and further delve into places in Europe, South America or countries of relevance e.g. if there is a pupil of origin of a different country in the class. Pupils need a secure enough knowledge of geographical features of places before they can compare them, hence putting this content into an early part of KSZ. From work completed in KSI pupils should have a good understanding of the difference between human and physical features so that comparison of places can be effective, and utilised in their song writing (thematically). Year Ye				
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