

Curriculum Big Picture for Subjects

(to be used with subject overview)

School	Victoria Park Primary Academy
Subject	Geography

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

<ol style="list-style-type: none"> 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
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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		
	Autumn	Spring	Summer
EYFS			
Year 1	<p>Children start off by learning about concepts of 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.</p> <p>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.</p>		<p>Because children now have a more concrete 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.</p> <p>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.</p>
Year 2	<p>When leaning about the Great Fire of London (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</p>	<p>Pupils can further build on their knowledge of 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.</p>	<p>When learning thematically about flight travel, pupils 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</p> <p>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.</p> <p>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 knowledge.</p>

Year 3	<p>Building their knowledge from KS1, children 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.</p> <p>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 KS2. From work completed in KS1 pupils should have a good understanding of the differences between human and physical features so that comparison of places can be effective, and utilised in their song writing (thematically).</p>		<p>In the summer term, pupils will deepen their knowledge of different locations in the world whilst looking through a lens of natural disasters. They will look at some of these that might have affected us locally – for instance flooding is a major issue in the locality. There will also be a connection to the NOW element of NICER because learning will have a focus on where there have been earthquakes during the time of learning or recently.</p> <p>Children will be gaining a wider perspective of places around the world, so when using maps, atlases and globes, they will have a greater understanding of continents, countries and oceans and when delving into particular aspects of what a country is like, they will have more familiarity with its location. There will be a science link to Rocks, also taught at this time.</p>
Year 4	<p>By this point in learning, children should have a good enough knowledge of the world through map work and studies. There is an opportunity to further build on their knowledge of the United Kingdom, which up until this point has only been at a country and capital city level. Therefore, Geography in Year 4 focuses on local studies and also awareness of the other major cities later in the year.</p> <p>By studying health and exercise facilities in the local area, children will be able to use fieldwork to observe, measure, record and present human and physical features in the local area using a range of methods and identify human features locally. They will recognise where we live on a map of the UK and its proximity to other towns and cities.</p>		<p>In Lower Key stage 2, we also want children to start to develop a deeper understanding of the UK, so they will look more closely at the location of important cities, building on their knowledge from KS1 of the 4 countries and capital cities. This will also build from the beginning of Year 4 where they have become more aware of our local area and its proximity to Birmingham as a major city.</p> <p>In terms of relevance, we will always start with their locality, helping them recognise important towns and cities in the West Midlands. This has thematic to invention due to the relevance and connection to Industrial revolution and more modern business and industry. Realising the location in the centre of the country and the effect on geography such as the creation of the canal system will help them to connect to how a place is shaped by its past.</p>
Year 5	<p>Again, by having a wide enough understanding of the locations in the world, pupils by this point in upper KS2 are able to dive into and compare specific geographical aspects and issues in particular countries and continents.</p> <p>As per the National curriculum, they have a particular focus on Europe and North or South America, again progressing their knowledge from Autumn term.</p> <p>They will gain a deeper knowledge of Longitude and Latitude by building on this knowledge from the previous year. They will become more aware of the Tropics and how certain regions of the earth affect climate particularly when gaining a deeper understanding of South America as per the National curriculum and a relationship to aspects including biomes.</p>	<p>As progress through upper KS2 we start to broaden pupil's awareness of countries and continents. Through a thematic link to learning about space, pupils will locate countries and continents including UK, Europe, Russia and North America as places that have been actively involved in space travel in the past.</p> <p>They will also learn about Longitude, Latitude and aspects such as time zones and the Greenwich Meridian as once again all of these link to learning about space.</p>	<p>Building from knowledge in lower KS2, pupils again undertake a deeper study of the UK which is thematically linked to history. They will look at geographical developments and changes over time, and further building on knowledge that there are geographical changes to a place over time caused by the events that take place. Children will become aware of cities and counties in the UK and how these have developed over time. Their knowledge of the UK should be able to be built on from the work completed in Year 4.</p> <p>They will also further cement their knowledge of European countries that invaders travelled from and settled in Britain from.</p> <p>Culminating work throughout their years on map work, they can learn to be able to locate places in different ways – good use of traditional maps and atlases, but being able to use aspects such as OS maps, grid references and compass directions as more traditional routes of mapping and location.</p>
Year 6	<p>Geography in this term is thematically linked to learning about conflicts including WW1, WW2 and more recent wars. This is placed here due to Remembrance day in November. Children will locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, recognising countries involved as Allies and Axis'.</p> <p>Pupils are only able to build up this large scale global picture in upper KS2 from their knowledge progressively building of places around the world throughout KS1 and lower KS2.</p>		<p>At the end of their Geography learning, pupils will compare and contrast a region of the UK (West Midlands) to an area of America e.g. Caribbean. This has relevance linked to our school social enterprise and key pupils and teachers within our school context.</p>