Grangefield School
Flying high. Spreading our wings.

Geography Curriculum

Curriculum Concepts:

- **Space** - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.
- **Place** - a construct that is defined in terms of what it is like, what happens there and how and why it is changing.
- **Scale** - the 'zoom lens' that enables us to view places from global to local levels.

Intended Outcomes - by the end of key stage 2:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- be competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Concepts/Areas of Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational & place knowledge	Know that the green on a globe is land and the blue is sea. Know that a globe shows different countries around the world. Know how people in different countries celebrate Christmas. Know that Cheltenham is in England. Know the name of that road that our school is on. Know that we can only grow certain fruit/vegetables in England. Know that we do not have certain animals in England and will compare with Africa. Identify similarities and differences between life in Cheltenham and life in Africa.	Know the world is made up of 7 continents and 5 oceans. Name, locate & identify features of the 4 countries of the UK. Understand geographical similarities and differences between where they live and a contrasting non-European country (Iquitos, Peru).	Name & locate the world's 7 continents and 5 oceans. Name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas. Understand geographical similarities and differences through studying the human & physical geography of a small area of the UK (Bishops Cleeve) & a contrasting non-European country (San Salvador, Bahamas).	Name and locate geographical regions of the England & their identifying physical and human characteristics, including some cities and some key features including hills, mountains, coasts and rivers. Consider the similarities and differences between these regions.	Name and locate some of the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical or human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region in a European country, considering human and physical features but also land use patterns and how these have changed over time.	Name and locate some of the world's countries, focusing on North and South America, concentrating on environmental regions, key physical or human characteristics, countries and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within S. America. Identify the position/significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (including day & night).	Understand physical geography of climate zones, biomes and vegetation belts. Understand where our energy and natural resources come from.

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Features & processes (Human & Physical)	Identify typical weather in Autumn, Winter, Spring & Summer. Look at the basic features of a hot or cold location and how the weather compares to the weather here.	Identify seasonal/daily weather patterns in the UK. Describe the places and features they study using simple geographical vocabulary, identifying some similarities and differences.	Study the key human and physical features of the surrounding environment of my school. Describe which continents have significant hot or cold areas and relate these to the Poles and Equator. Describe the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment. Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there.	Describe and understand the key aspects of volcanoes and earthquakes. Identify and sequence a range of settlement sizes from a hamlet to a city. Describe the main land uses within urban areas and identify the key characteristics of rural areas.	Describe and understand the key aspects of mountains and rivers. Understand how a mountain region was formed. Describe the water cycle using a diagram. Describe key aspects of human geography including types of settlement and land use, economic activity. . Understand some reasons for similarities and differences and consider how these have changed over time.	Describe processes that give rise to key physical & human geographical features of the world and how these are interdependent. Describe types of settlement, land use and economic activity including trade links and the human impact on the environment. Understand what a number of places are like, how and why they are similar and different, and how and why they are changing.	Know about climate change. Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.

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Fieldwork & Mapwork	Explore the school grounds. Know what a map and globe are. Use some of my senses to observe places. (Science) Follow directions – forwards, backwards, turn, next to, behind, in front of. Explore aerial maps of our school and identify key features.	Use simple fieldwork and observational skills to study the geography of my school and its grounds. Locate features of the school grounds on a base map. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. Know that maps give information about the world (where and what). Recognise simple features on maps such as buildings, roads and fields.	Use a world map, atlas or globe to name and locate the seven continents and five oceans. Use a UK map or atlas to locate and identify the four countries and capital cities of the UK and their surrounding seas. Use fieldwork to investigate places – the school grounds, the streets around and the local area. Construct a simple map with basic symbols and a key. Use maps to talk about everyday life, for example, where I live, journey to school, where places are in a locality.	Use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs. In a group, carry out fieldwork in the local area selecting appropriate techniques (simple questionnaire/survey). Use simple compass directions (NESW). Use simple grids with letters and numbers and 4-figure coordinates to locate features. Make and use simple route maps. Use a map or atlas to locate some regions and cities in the UK, as well as locate where they live.	Present information gathered in fieldwork. Use a map or atlas to locate some countries and cities in Europe. Use and understand OS symbols and keys to build up my knowledge of a local place, the UK and the wider world. Recognise some patterns on maps and begin to explain what they show. Explain what places are like using maps at a local scale. Make a map of a small area and give it a key with standard symbols and some OS style symbols.	Use fieldwork to observe, measure & record in the local area using a range of methods, including sketch maps, plans, graphs & digital technologies (GIS) Use a map or atlas to locate some countries and cities in North or South America. Understand and use 6 figure grid references to interpret OS maps. Relate maps to each other and to vertical aerial photographs. Follow routes on maps saying what is seen. Give directions and instructions to 8 compass points.	Collect, analyse & communicate a range of data gathered in experiences of fieldwork to show understanding of some geographical processes. Carry out a focused in-depth study, looking at issues/changes in the area drawing on multiple sources of information, including GIS. Hypothesise about how & why the area may change in future. Use OS maps. Draw a detailed map using symbols and a key.