

## Geography

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children.

We have built our geography curriculum around seven knowledge categories, which help our students make links and connect their understanding through the breadth of the curriculum to embed learning in their long-term memory and make their learning meaningful:



These knowledge categories thread through the three threshold concepts, which underpin our teaching. Children will:

- Investigate places – This concept involves understanding the geographical location of globally significant places – both terrestrial and marine - and their physical and human features.
- Investigate patterns – This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported and how they change over time.
- Communicate geographically – This concept involves fieldwork where children collect, analyse and communicate data; interpret sources and communicate geographical information in a variety of ways.

















Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We promote our pupils' interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Surrounding the school, we have a rich local geography and this is used to give children a good understanding of their own locality, its interconnection with other places and change over time. Our children are enabled, through our geography curriculum, to understand and begin to address global environmental issues facing the world today.






















































Our curious and investigative geographers will acquire the skills to have:













- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Pupils demonstrate their progress by completing tasks or answering questions of increasing depth, from basic, through advancing to deep. Tasks will be completed through a variety of mediums including written work and multimedia presentations.

## CURRICULUM MAP

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Pre-School</b>	<p><u>Seasons</u></p> <p><b>Autumn &amp; Winter</b></p> 	<p><u>Happily Ever After</u></p> <p><b>Settings</b></p>   <p><u>Seasons</u></p> <p><b>Spring</b></p> 	<p><u>Holidays</u></p> <p><b>Different Places</b></p>    <p><u>Seasons</u></p> <p><b>Summer</b></p> 
<b>Reception</b>	<p><u>Marvellous Me</u></p> <p><b>Where I live</b></p>   <p><u>Seasons</u></p> <p><b>Autumn &amp; Winter</b></p> 	<p><u>Once Upon a Time</u></p> <p><b>Settings</b></p>   <p><u>Seasons</u></p> <p><b>Spring</b></p> 	<p><u>Commotion in the Ocean</u></p> <p><b>Land and Sea</b></p>  <p><u>Seasons</u></p> <p><b>Summer</b></p> 

<p><b>Year 1</b></p> <p>Topics &amp; NC strands</p>	<p><u>Mapping The World &amp; Mapping the World</u> Describing maps of the world 1&amp;2</p> <p> Techniques</p> <p><u>Continents &amp; Oceans</u></p> <p> Location  Physical Features  Human Features</p>	<p><u>The United Kingdom</u> The United Kingdom</p> <p> Location</p> <p>England; Scotland; Northern Ireland</p> <p> Location  Physical Features  Human Features  Diversity</p> <p>Wales</p> <p> Location  Physical Features  Human Features  Human Processes</p>	<p><u>Weather &amp; Climate</u> Climate</p> <p> Location  Physical Features</p> <p>Weather; Extreme Weather</p> <p> Physical Processes  Techniques</p>
<p><b>Year 2</b></p> <p>Topics &amp; NC strands</p>	<p><u>The United Kingdom</u> London; Belfast</p> <p> Location  Physical Features  Human Features  Diversity</p> <p>Edinburgh; Cardiff</p> <p> Location  Physical Features  Human Features  Human Processes</p>	<p><u>Australia</u> Australia</p> <p> Location  Physical Features  Human Features</p> <p>Aboriginal people</p> <p> Location  Physical Features  Human Features  Diversity</p>	<p><u>Local Study</u> Burntwood -this must include a comparison with an area in Australia.</p> <p> Location  Physical Features  Human Features</p> <p> Diversity</p>
<p><b>Year 3</b></p> <p>Topics &amp; NC strands</p>	<p><u>Volcanoes &amp; Earthquakes</u> Plate tectonics</p> <p> Physical Features  Physical Processes</p> <p>The Pacific Ring of Fire</p> <p> Location  Physical Processes</p> <p>Impact</p> <p> Location  Physical Processes</p>	<p><u>Maps of the World</u> Describing maps of the world 1&amp;2&amp;3</p> <p> Techniques</p> <p>Europe</p> <p> Location  Diversity</p> <p>Europe: Population</p> <p> Location  Human Features  Diversity</p>	<p><u>The UK</u> Revise countries and their capitals; locate counties and identify human and physical characteristics, land-use patterns and key topographical features*</p> <p> Location  Physical Features  Human Features</p> <p>*additional topic</p> <p>Transportation: national</p> <p> Human Processes  Techniques</p>

<p><b>Year 4</b></p> <p>Topics &amp; NC strands</p>	<p><b>European Study</b></p> <p><b>France</b></p> 	<p><b>Local Geography Study</b></p> <p><b>Burntwood and the surrounding area</b></p> 	<p><b>The Water Cycle &amp; Climate Change</b></p> <p><b>The Water Cycle</b>      <b>Clouds and Precipitation</b></p>  <p><b>Climate Change</b></p> 
<p><b>Year 5</b></p> <p>Topics &amp; NC strands</p>	<p><b>Rivers &amp; Mountains</b></p> <p><b>Landscape: Rivers</b></p>  <p><b>Erosion &amp; Deposition</b></p>  <p><b>Landscape: Mountains</b></p> 	<p><b>North America Study</b></p> <p><b>North America</b></p>  <p><b>Population</b></p>  <p><b>Rivers</b></p>  <p><b>Mountains</b></p> 	<p><b>Study of Mexico</b></p> <p><b>Mexico</b></p> 

# Year 6

Topics  
&  
NC strands

## South America

### South America



### Population



### Rivers



### Mountains



## Biomes & Climate

### Biomes & Climate zones



### Tropical; temperate; tundra;



### desert;



## Maps & Grid References (UK and the wider world)

### Using Maps: Features



### Four & Six figure grid references



### Ocean Currents



### Marine Biome



## Foundation Stage Progression Map

Our Foundation stage team aims to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning.

<u>Knowledge</u>	<u>Skills</u>	<u>Vocabulary</u>
<p><b>PLACES</b></p> <p><b>My Community</b></p> <ul style="list-style-type: none"> <li>• Where I live.</li> <li>• The key features of where I live.</li> <li>• About the significant places within my community.</li> <li>• How to get from one key place to another.</li> <li>• The vocabulary I need to use to direct others.</li> </ul> <p><b>My Country</b></p> <ul style="list-style-type: none"> <li>• The capital city of the country I live in.</li> <li>• The different key features of cities, towns and villages.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• The names of some of the different countries around the world.</li> <li>• Different countries have different key features.</li> <li>• How countries are connected.</li> <li>• How to travel between countries.</li> </ul> <p><b>PEOPLE</b></p> <ul style="list-style-type: none"> <li>• I know have different customs and traditions.</li> <li>• People in different countries have different customs and tradition.</li> </ul> <p><b>ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• I know about different weather conditions in the UK.</li> <li>• There are four seasons and the key features of them.</li> <li>• The key features of different climates around the world.</li> <li>• Some simple things I can do to help look after the planet.</li> <li>• Human actions can help or destroy the planet.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice.</li> <li>• Measure.</li> <li>• Ask questions.</li> <li>• Record.</li> <li>• Compare similarities and differences.</li> <li>• Use my senses.</li> <li>• Gather information from different sources.</li> <li>• Draw, read and follow maps.</li> <li>• Express opinions.</li> <li>• Explain.</li> <li>• Describe.</li> </ul>	<p>environment</p> <p>place</p> <p>world</p> <p>country</p> <p>globe</p> <p>map</p> <p>features</p> <p>road</p> <p>village</p> <p>town</p> <p>city</p> <p>road</p> <p>community</p> <p>season</p> <p>change</p> <p>religion</p> <p>culture</p> <p>tradition</p>

This lays the foundation for children to progress into Key Stage 1 and beyond. For a full breakdown of the curriculum design in the Foundation Stage, click [here](#).

## THRESHOLD CONCEPTS

Each threshold concept (including historical vocabulary) is repeated for two years to ensure it is embedded and improved upon.

Threshold Concepts	Investigate places	Investigate patterns	Communicate geography	Vocabulary
<b>KS1 Skills/ Knowledge/ Concepts</b>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• 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.</li> <li>• Identify land use around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	Compass North South East West Construct Symbol Environment Characteristic Locate Place World Globe Atlas Human Features Physical Features Seasonal Equator

Threshold Concepts	Investigate places	Investigate patterns	Communicate geography	Vocabulary
<p><b>LKS2 Skills/ Knowledge/ Concepts</b></p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe key aspects of:</li> <li>• Physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• Human geography, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<p>Hemisphere Tropic of Cancer Tropic of Capricorn Arctic Antarctic Time Zone Topographical Land Use Volcano Water Cycle Earthquake</p>



Threshold Concepts	Investigate places	Investigate patterns	Communicate geography	Vocabulary
<p><b>UKS2 Skills/ Knowledge/ Concepts</b></p>	<ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map).</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: <ul style="list-style-type: none"> <li>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul> </li> <li>human geography, including: <ul style="list-style-type: none"> <li>settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> </ul> </li> <li>Use the eight points of a compass, four- figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p>Sampling Systematic Analyse Effectiveness Aerial Climate Biome Settlement Economic Trade Distribution Energy Minerals Water Supply Ordnance Survey Population Depict</p>

