

Becoming a Geographer at Kingsway Primary School

Our Geography curriculum aims to inspire our children to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want our children to develop confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our curriculum, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We encourage our children to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

Our aim is that children who leave our school in Year 6 will be able to:

- Locate key cities, countries, continents and oceans on a map, atlas or globe.
- Locate key physical and human features on a map, atlas or globe.
- To be able to compare and contrast different locations that they have located, explored and investigated.

Furthermore, so that our children are ready for Geography at the next level of their education, another of our aims is for children to have an understanding of the impact of:

- **Erosion**- to know it is a key process that affects many physical processes.
- **Inequality**- Understand that there is inequality in the world and the reasons for this.

- **Land use**- Understanding that land is used for different reasons including agricultural, residential and commercial.
- **Trade**- To look at how trade impacts the world around us.
- **Vulnerability**- To investigate how different human and physical processes can make us vulnerable.

How our children learn to be a Geographer

Once our children have a sense of location they are ready to take a deeper dive into human and physical geography and place knowledge. Our children are provided with good quality resources to be able to do this. We encourage children to become geographers by giving them opportunities to practise their geographical skills and fieldwork in the school grounds and the local area.

The children learn how to present their learning in both written and oral formats gaining in confidence and becoming purposeful, respectful geographers.

Geography Long Term Plan

		Autumn		Spring		Summer	
EYFS		Exploring Maps - school Around the world -home or away?	OD Adventures - Nature catchers & Dressing Teddy	OD Adventures Explore Weather -L3 / Seasons -L5	Exploring Maps - Build Around world -UK, City or c.side	Explore Maps -Journey stick/map OD Adventures -senses/obs	Exploring Maps - Pirate A.World - Expl Landscape/Desert/Polar
Year 1/2	A	What is it like here?		What is the weather like in the UK?		What can you see at the coast?	
	B	Where am I?		Would you prefer to live in a hot or cold place?		What is it like to live in Shanghai?	
Year 3/4	A	Are all settlements the same?		What are rainforests important to us?		Where does our food come from?	
	B	Why do people live near volcanoes?		What are rivers and how are they used?		Who lives in Antarctica?	
Year 5/6	A	Why does the population change?		Why do oceans matter?		Can I carry out an independent fieldwork enquiry?	
	B	Where does our energy come from?		Would you like to live in the desert?		What is life like in the Alps?	

Kapow Geography Curriculum Map - Cycle A & B **Bold** - key objectives (FW) - field work (Combine lessons in brackets - to reduce to 5 steps)

Topic	Locational Knowledge	Place Knowledge	Human & physical	Skills & Fieldwork (FW)		
	Autumn		Spring	Summer		
EYFS	Exploring Maps - school Around the world -home or away?	OD Adventures - Nature catchers & Dressing Teddy	OD Adventures Explore Weather -L3 / Seasons -L5	Exploring Maps - Build Around world -UK, City or c.side	Explore Maps - Journey stick/map OD Adventures- senses/obs	Exploring Maps - Pirate A.World - Expl Landscape/Desert/Polar
Year 1-2 A	<u>What is it like here?</u> (Combine lessons 4&5) <ul style="list-style-type: none"> To locate the school on an aerial photograph To create a map of the classroom To locate key features of the playground (FW) To draw a simple map (FW) To investigate how we feel about our playground To create a design to improve the playground 		<u>What is the weather like in the UK?</u> (Combine lessons 4&5) <ul style="list-style-type: none"> To locate the four countries of the UK To identify seasonal changes in the UK (FW) To identify the four compass directions (FW) To investigate daily weather patterns (FW) To investigate daily weather patterns in the UK To understand how weather changes with each season 	<u>What can you see at the coast?</u> (Combine lessons 1&2) <ul style="list-style-type: none"> To identify geographical characteristics of the UK To locate the seas and oceans surrounding the UK To explain what the coast is To investigate how people use the local coast To present findings on how people use the coast To know the names of the five oceans & locate them on a map 		
Year 1-2 B	<u>Where am I?</u> (Combine lessons 2&3) <ul style="list-style-type: none"> To identify the countries within the United Kingdom To identify the features of the school grounds To use directional language to describe the location of features To recognise features from an aerial perspective To recognise the purpose of symbols on a map To recognise how different places on school grounds make me feel 		<u>Would you prefer to live in a hot or cold place?</u> (Combine 2&3) <ul style="list-style-type: none"> To name & locate the seven continents To locate the north & south poles To locate the equator on a world map To compare the UK & Kenya To investigate local weather conditions (FW) To identify key features of hot & cold places 	<u>What is it like to live in Shanghai?</u> (Combine lessons 4&5) <ul style="list-style-type: none"> To recognise physical & human features (FW) To draw a sketch map To name & locate some continents on a world map To identify physical & human features of a non-European country To describe what it is like in Shanghai To compare Shanghai with a small area of the UK 		
Year 3-4	<u>Are all settlements the same?</u> (Combine lessons 2&3) <ul style="list-style-type: none"> To describe different types of settlements 		<u>Why are rainforests important to us?</u> (Combine lessons 3&4)	<u>Where does our food come from?</u> (Combine lessons 3&4) <ul style="list-style-type: none"> To explain the impact of food choices on the natural environment 		

<p>A</p>	<ul style="list-style-type: none"> • To identify the physical & human features of the local area • To discuss why physical & human features are in particular locations (FW) • To discuss how land use in the local area has changed • To identify land use in New Delhi • To compare land use in two different locations 	<ul style="list-style-type: none"> • To describe & give example of a biome & find the location & some features of the Amazon rainforest • To desc. the characteristics of each layer of a typical rainforest • To understand the lives of indigenous peoples living in the Amazon • To describe why tropical rainforests are important and understand the threats to the Amazon • To understand how local woodland is used using a variety of data collection methods (FW) • To analyse and present findings on how local woodland is used 	<ul style="list-style-type: none"> • To understand the importance of trading responsibly • To describe the journey of a cocoa bean • To map & calculate the distance food has travelled • To design & use data collection methods to find where our food comes from (FW) • To discuss the advantages and disadvantages of buying both locally and imported food
<p>Year 3-4 B</p>	<p><u>Why do people live near volcanoes?</u> (Combine lessons 3&4)</p> <ul style="list-style-type: none"> • To name & describe the layers of the earth • To explain how & where mountains are formed • To explain why volcanoes happen & where they occur • To recognise the negative & positive effects of living near a volcano • To explain what earthquakes are & where they occur • To observe and record the location of rocks around the school grounds and discuss findings (FW) 	<p><u>What are rivers & how are they used?</u> (Combine lessons 3&4)</p> <ul style="list-style-type: none"> • To describe how the water cycle works • To recognise the features & courses of a river • To name & locate some of the world's longest rivers • To describe how rivers are used • To identify & locate physical & human features on a map • To collect data on the features of a local river (FW) 	<p><u>Who lives in Antarctica?</u> (Combine lessons 2&3)</p> <ul style="list-style-type: none"> • To understand the position and significance of lines of latitude • To describe the location and physical features of Antarctica • To describe the human features of Antarctica • To use four-figure grid references to plot Shackleton's route to Antarctica • To plan a simple route on a map using compass points • To follow instructions involving compass points & map a simple route (FW)
<p>Year 5-6 A</p>	<p><u>Why does the population change?</u> (Combine lessons 3&4)</p> <ul style="list-style-type: none"> • To understand the change & distribution of the global population • To define birth and death rates & describe why they change • To recognise the push & pull factors influencing migration 	<p><u>Why do oceans matter?</u> (Combine lessons 2&3)</p> <ul style="list-style-type: none"> • To explain the importance of our oceans • To locate & describe the significance of the Great Barrier Reef • To explain the impact humans have on coral reefs & oceans • To understand ways to keep our oceans healthy & begin planning a fieldwork enquiry 	<p><u>Can I carry out an independent fieldwork enquiry?</u> (Combine 1&2)</p> <ul style="list-style-type: none"> • To develop an enquiry question • To determine the most effective data collection methods for fieldwork • To plan a route for a fieldwork trip • To collect the data to answer the enquiry question (FW) • To determine an answer to the enquiry question • To present my findings

	<ul style="list-style-type: none"> • To begin to understand the impact climate change can have on the global population • To collect data showing how population impacts the amount of traffic and litter in an area (FW) • To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation 	<ul style="list-style-type: none"> • To collect data on the types of litter polluting a marine environment (FW) • To present, analyse and evaluate data collected 	
<p>Year 5-6 B</p>	<p><u>Where does our energy come from?</u> (Combine lessons 3&4)</p> <ul style="list-style-type: none"> • To know why energy sources are important • To understand the benefits & drawbacks of different energy sources • To understand how energy is generated in the United States • To know how energy sources are distributed in an area • To explain reasons for choosing an energy source • To collect & present data on where to position a solar panel on the school grounds (FW) 	<p><u>Would you like to live in the desert?</u> (Combine lessons 4&5)</p> <ul style="list-style-type: none"> • To summarise the characteristics of a desert biome • To locate & explore features of deserts • To describe the physical features of a desert environment • To explain the different ways humans can use deserts • To describe some of the threats facing deserts 	<p><u>What is life like in the alps?</u> (Combine lessons 1&2)</p> <ul style="list-style-type: none"> • To locate the Alps on a map • To locate the key physical & human characteristics of the Alps • To describe the physical & human features of an Alpine region • To investigate what there is to do in the local area using data collection (FW) • To understand similarities & differences between the local area & an Alpine area • To understand the human & physical geography of the Alps