Navenby Church of England Primary School: Geography Curriculum coverage

Intent: At Navenby C of E Primary School, we intend to encourage and develop a greater understanding and knowledge of the world, as well as our place in it. Our Geography curriculum enables our children to develop knowledge and skills that are transferable to other curriculum areas. Through our school drivers: community, wider opportunities and well-being, we seek to inspire in our children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives. We intend to promote the children's 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. The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at Navenby Primary school and beyond.

Implementation: Geography at Navenby C of E Primary School is taught in blocks throughout the year, so that children can achieve depth in their learning. Six key concepts underpin our curriculum and are spaced out throughout the year groups to ensure children cover all areas in each stage of their education. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.
Cross curricular outcomes in geography are specifically planned for, with strong links between geography, mathematics, history and literacy lessons identified.

Impact: Outcomes in topic and literacy books, evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge. Children review their successes in achieving the lesson objectives at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Our curriculum takes consideration of our three school drivers: Community, Wider opportunities and Well-being.
Community: Children study their local area and learn about geographical features of Navenby and its surrounding areas.
Wider opportunities: Children study a diverse range of cultures and places to find out about the similarities and differences between themselves and others.
Well-being: Children learn about their impact on the environment and the impact of humans on the planet. They learn how to take care of the natural world and how to become the next generation of caretakers.

Key Concepts	Place - Having a 'sense of place' – What is the place like? Having the locational knowledge to describe where they are – which continent or ocean? Which country? Which local street? Space - How natural and man-made places fit together in the context of the world. To look at the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in. Processes: - Physical process - an event or sequence of events that occur naturally due to the power of the planet. - Human process - things created/affected by people. These processes would not occur without human involvement. Environment - How we use the natural world and how people have the ability to change it. Environment is the product of geological, atmospheric, hydrological, geomorphic, edaphic (soil), biotic and Interconnections - The impact of people, places or processes. To examine diversity and gain an insight into how people around the world have different experiences and ways of life but also have an impact on each other. Scale- Understanding the big picture as well as our experiences in day to day life. The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Understanding the world	**Ourselves** Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	**Festivals Around the Word** Know about similarities and differences in relation to places, objects, materials and living things.	**Traditional tales** Talk about some of the things they have observed such as plants, animals, natural and found objects. Talk about why things happen and how things work	**People Who Help Us** Show care and concern for living things and the environment.	**How does your garden grow & Mini-beasts** Develop an understanding of growth, decay and changes over time. Make observations of animals and plants and explain why some things occur and talk about changes.	**Under the Sea & Pirates** Talk about the features of their own immediate environment and how environments might vary from one another.
Concepts	**Place**	**Interconnections**	**Space**	**Scale**	**Environment**	**Processes**

Year 1	History focus	**Navigating Navenby** Human and physical geography. Study of Navenby/fieldwork Study of our school and grounds. Use basic geographical vocabulary to refer to key human features including; city, town, village, factory, farm, house, office, port, harbour and shop. Locational knowledge Simple compass directions to locate features on a map. Create a basic map of the local environment which include physical and human features. Discuss likes and dislikes about the place we live in.		**Covered in History – Kings and Queens** Identify the four countries of the United Kingdom and their capital cities. Use aerial photographs and plan perspectives to recognise landmarks.	**Animals around the World** Locational knowledge Geographical skills Use a map to identify the United Kingdom and its countries. **I can use world maps, atlases and globes to identify the UK and its countries.** **Use maps to locate:** **7 continents and oceans**	**Extreme Weather** Explore different weather across the world and identify these on a map. Identify seasonal and daily weather patterns. Name and locate the North and South Pole and hot and cold locations of the world.
Concepts	**Place** **Environment**		**Space** **Interconnections**		**Processes** **Scale**	
Year 2	**The great fire of London** Locational Knowledge Four countries of the UK and their capital cities (revisit from Year 1)	**Great fire of London, Celebrations** Human and physical geography. Recognise how places have become the way they are (how London has changed) Asking geographical questions and expressing own views about a place.	**Famous people** Think about places famous people are from. Use maps pictures and stories to find out where people are from.	**Intrepid explorers** Locational Knowledge To locate the equator (north and south pole on a map). Use a compass. To name the continents of the world and find them in an atlas. To name the worlds oceans and find them in an atlas. Human and physical Use plan views, sketches, aerial views and atlases to locate landmarks.	**Africa** Locational Knowledge Find Navenby on a map. Look at hot and cold counties and the equator. Human and physical To compare a village in Kenya to Navenby. Compare jobs, differences in facilities, discuss what facilities and village or town may need. Research using information texts.	**The seaside** Human and Physical geography To describe how physical and human processes have changed an aspect of the local environment. Ask questions: do you think people spoil the area. Consider the impact litter and pollution has on the environment and talk about how places have changed.
Concepts	Space	Processes:	Scale	Interconnections	**Place**	**Environment**
Year 3	The Stone Age **Locational knowledge**	The Stone Age **Locational knowledge**	Ancient Egypt **Human and Physical Geography**	Ancient Egypt **Humans and Physical Geography**	Ancient Greece **Locational knowledge**	Ancient Greece Ask/initiate geographical questions

	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) Locate the seven continents (including Europe) and five oceans. Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) Use NF books, stories, atlases, pictures/photos and internet as sources of information.	Find the countries using a map, an atlas and a globe. **Human and Physical Geography** Compare the human and physical geographical features of the countries saying how they are similar and different. Research the different climate zones in each country. Discuss the position and significance of latitude, longitude, equator, hemisphere, the tropics of cancer and Capricorn.	To study the importance of rivers locally and globally. To explain the uses and purposes of rivers whether for crops, farming, transportation or recreational. To look at rivers in the UK and the British Isles. To identify parts of a river. Use large scale OS maps. Begin to identify features on aerial/oblique photographs.	To compare the rivers in two or more locations. To discuss issues that affect rivers e.g. pollution. Research these locations using information texts. To focus on the importance of the River Nile. Compare this with a local river e.g. Witham or Thames.	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (modern Greece), and a region within North or South America.	To describe how physical and human processes have changed an aspect of the local environment. Ask questions such as – how do people care for rivers/forests/cities our school etc.
Concepts	Space	Interconnections	Scale	Processes:	**Place**	**Environment**
Year 4	**Orienteering Unit of PE** Use 4 compass points well Begin to use 8 compass Points Use letters/no. coordinates to locate features on a map confidently Begin to recognise symbols from OS maps. Know why a key is needed. Using maps of the playground and whole school (orientation and landmarks. Make scale drawings	**ICT – Logo** Follow a route on a large scale map. Make a map of a short route experienced, with features in correct order. Make scale drawings	**India -Compare and contrast with Navenby** Using junior atlases and google earth Countries surroundings and waters Climate, physical and human characteristics and major cities. Ask and respond to Q and offer own ideas Extend to satellite images, aerials photos Investigate evidence and themes on more than one scale. Collect and record evidence. Analyse evidence and draw conclusions Human Geo – Economic Activity (Self-Sufficiency and Fair Trade) Scale drawing from an aerial view and land uses. Navenby and Chembakolli **Water Cycle – Year 4 Science**	**Mexico and the Mayans- An Ancient civilisation** **Location Knowledge** Locate the Equator, tropics Northern and Southern Hemisphere – (Discussed when locating India too) Naming and locating countries in North and South America (during Mayan Topic) concentrating on their environmental regions, key physical and human characteristics, countries and major cities (see all progressive skills for Y4 using maps, map knowledge and style of map)	**Being a Responsible Citizen** The distribution of natural resources – Fossil Fuels Coal – The Journey of Electricity Renewable energies; Solar, wind and hydro. Reducing, reusing and recycling processes including waste disposal etc. Waste disposal	**Invaders – Anglo-Saxons and Vikings** Location of invaders countries of origin The Kingdoms created v. modern regions within the UK And counties Looking at boundaries on various scales.

			(including work on Mountains and linked to Himalayas			
Concepts	Space	Scale	Interconnections	Processes:	**Environment**	**Place**
Year 5		**Medieval Britain** *What did land use look like during medieval times? How did they use the land then compared to now?* Locational knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Human and physical geography: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	**Volcanoes and Earthquakes – Past & present** *Where do volcanoes occur & why? Why do people live near volcanoes?* Locational knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Human and physical geography: Describe and understand key aspects of: physical geography, including: climate zones, volcanoes and earthquakes. **Science – Space & Solar system** *Why do we have day, night & seasons?* Locational knowledge: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Locational Knowledge: Name and locate countries and ports in England, N.Ireland and North America where RMS Titanic departed from and was due to visit. key topographical features including coasts Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**The Golden Age of Exploration** Locational knowledge: Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom Human and physical geography: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	

Concepts	Place	Space	Interconnections Environment	Processes	Scale
Year 6	**Victorians & Activists** **How did land use change and adapt during the industrial revolution?** Locational knowledge: Name and locate counties and cities of the United Kingdom and study land-use patterns; and understand how some of these aspects have changed over time.	**Animal Planet – Wonders of The Wild** **How have species adapted to live in certain climates and environments, including during changing weather patterns?** **How do geographical features determine the ecosystem of animal species'?** Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Human and physical geography: Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts.	**World War II** **How did the allies / axis powers use geographical & topographical features to their advantage during wartime?** Locational knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	**Australia** **How did the British empire alter the geography, land use and animal species of Australia?** Locational knowledge: Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Locational knowledge: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, and different time zones. Human and physical geography: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Human and physical geography: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	**1960s to Modern Day – Parliament & Power** **How has climate change and modern-day life altered the face of our planet?** Human and physical geography: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Locational knowledge: Identify the position and significance of the Arctic and Antarctic Circle. Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

	Place	Environment	Processes	Scale	Space	Interconnections

Geographical Concepts

Place

- Understanding the physical and human characteristics of real places.
- Developing 'geographical imaginations' of places.

Every place has unique physical and human characteristics, which can be interpreted and represented in different ways. Pupils have mental images of places – the world, the country in which they live, their neighbourhood – which form their 'geographical imaginations'. They should recognise that there are many different perceptions of places, some of which may conflict with their own. When investigating a place, pupils should consider where it is, what it is like, how it became like this and how it might change. Their enquiries should be based on real places.

Space

- Understanding the interactions between places and the networks created by flows of information, people and goods.
- Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Pupils should develop spatial understanding, including how the locations of human and physical features are influenced by each other and often interact across space. Spatial patterns, distributions and networks can be described, analysed and often explained by reference to social, economic, environmental and political processes. As part of their geographical enquiries, pupils should identify these processes and assess their impact.

Processes

- Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.

These physical and human processes cause change and development in places and can be used to explain patterns and distributions. Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.

Scale

- Appreciating different scales – from personal and local to national, international and global.
- Making links between scales to develop understanding of geographical ideas.

Scale influences the way we think about what we see or experience. Any geographical enquiry benefits from being viewed from a range of scales to develop an understanding of how these scales are interconnected.

Interconnections

- Exploring the social, economic, environmental and political connections between places, people and processes.
- Understanding the significance of interdependence in change, at all scales.

Pupils should understand that people, places and processes are connected in a range of ways. People around the world have diverse experiences and ways of life but we also have an impact on each other. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. It also considers environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places.

Environment

- Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
- Exploring sustainable development and its impact on environmental interaction and climate change.

This considers how we use the natural world and how people have the ability to change it. The environment is the product of physical and human processes. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.