



East Midlands Academy Trust Geography Curriculum Overview



Why Teach Geography?

Reflecting the importance of global changes affecting the world in which we live, it is our intention that our geography curriculum will:

- help pupils to raise and answer questions about the natural and human worlds.
- enable pupils to think critically about the impact human activity has on the natural world, cities and population.
- spark pupils' curiosity about places and people
- promote knowledge, interest and fascination about diverse places, their differing natural geography, human environments and resources.
- help pupils to become knowledgeable citizens, concerned about the future of the world, able to understand key geographical concepts and skills and aware of the connections that exist between people and places.

Substantive Knowledge Content 'Knowing About'

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
Developing contextual knowledge of the location of globally significant places	Understanding geographical similarities and differences through the study of human and physical geography	Studies of resources, settlements, trade and agriculture etc.	The processes causing volcanoes and earthquakes, rivers and lakes, and weather and climate.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Local Area		Our Town/ City		The UK	
Year 2		Hot and Cold			Egypt & Morocco	
Year 3		Italy	Mountains & Volcanoes	Tourism		
Year 4		Water Cycle		Land Use		
Year 5		Biomes		Mexico		Earthquakes
Year 6	Climate Change		Migration			Trade

Geography's Big Ideas

Key Concepts	Space – location, distribution, pattern, interaction and distance
	Place – character, identity, home, community, landscape, sense of place and diversity
	Earth Systems – physical processes and cycles, dynamic biological, chemical and physical changes
	Environment – interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability
Organisational Concepts	Time – dimensions of past, present and future, over which processes operate and lives unfold. Stability, dynamism, continuity and change.
	Scale – local, regional, national, continental, global
	Diversity – similarities, difference, comparison and contrast, cultures and identities.
	Interconnections – links between features, places, events, species, cycles and people
	Interpretation – different values, a range of viewpoints and interpretations, and contrasting imaginations

Disciplinary Knowledge

Geographical key concepts	Geographical practice	Geographical application
'knowing that'	'knowing how'	'knowing how to apply'
<p>How geographers think and know – thinking like a geographer</p> <ul style="list-style-type: none"> • Includes learning how key concepts and conceptual frameworks help us make sense of the world and allow us to generate new ideas; clarifying the distinctiveness of geographical thought. • Place, Space, Earth Systems, Environment • Time, Scale, Diversity, Interconnection, Interpretation 	<p>How geographers find out – working like a geographer.</p> <ul style="list-style-type: none"> • Includes undertaking the skills methods and approaches of geographical enquiry; the argumentation/analysis involved in confirming how we know what we know; recognition of the values and moral/ethical dimensions involved in any enquiry and development of one's own moral and ethical stance. • Qualitative and quantitative enquiry in the classroom and field; personal development. 	<p>How geographers apply knowledge – making use of geography.</p> <ul style="list-style-type: none"> • Applying knowledge, understanding and skills to real-world challenges and issues – living peacefully and productively with others and ensuring our future on the planet. • Learning about application and young people learning to apply for themselves.

Geographical Practice

Enquiry Sequence	
Identifying geographical questions	Observing, perceiving, identifying
Identifying, gathering and using sources of geographical information	Defining, extracting, describing
Analysing and making sense of information	Analysing, explaining, making connections
Predicting, thinking creatively, problem solving	Envisaging, speculating, applying
Reaching conclusions	Summarising, drawing together, presenting
Reflecting on what has been learned	Evaluating, responding



East Midlands Academy Trust

Geography Curriculum Term by Term Overview



Topic Overview

		Autumn Term 1	Spring Term 1	Summer Term 1
Year 1	KS1	 What makes our neighbourhood a good place to live? Places are made up of different human and physical features. analyse evaluate	 What is our town / city like? Towns and cities can be similar and different.	 Do I like living in the UK? The UK is a made up of different people and places.
		 Would you prefer to live in a hot or cold place and why? Temperature, weather and seasons vary across the surface of the Earth. analyse evaluate	 Non-European Study Morocco/Egypt Places can be compared through their human and physical features.	
Year 3	KS2	 Would you rather live in Rome, Portofino or MK/N'hants and why? Places can be compared through their human and physical features. analyse evaluate	 Would you want to live near a volcano or in a mountainous region? Tectonic processes can shape the Earth's surface, influencing human activity. explain	 How does a tourist hotspot affect people and the local environment? Tourism can have an impact on people and place.
		 How do extreme events in the water cycle impact ecosystems and society? The water cycle helps shape the landscape and influences how life interacts with it. analyse evaluate	 Can you design a map of what our local area might look like in 50 years' time? Land-use changes over time and is used for different purposes.	
Year 5	KS2	 How might biomes change in the future and what can we do to protect them? Climate varies across the surface of the Earth creating biomes. analyse evaluate	 What is it about Mexico that is different to where we live ? Places can be compared through their human and physical features. analyse evaluate	 Why do earthquakes affect places differently? Tectonic processes can shape the Earth's surface, influencing human activity. create
		 What positive actions can be taken to address climate change? Human activity can change the Earth's climate. analyse evaluate create	 Will there ever be an end to migration? People migrate from place to place for different reasons. analyse evaluate	 What effect has globalisation had on trade? Globalisation has enabled the redistribution of resources. analyse evaluate

Key Concepts Overview

	Place	Scale	Earth Systems	Environment
Year 1	<ul style="list-style-type: none"> Sense of place Home Character Identity Community Similarities/differences 	<ul style="list-style-type: none"> Location Distribution/zonation Pattern 	<ul style="list-style-type: none"> Weather 	<ul style="list-style-type: none"> Physical and human features Emotional responses and opinions Impact on community
Year 2	<ul style="list-style-type: none"> Sense of place Physical and human characteristics Landscape Culture Variety and multiple perspectives of a single place 	<ul style="list-style-type: none"> Location Patterns (hot/cold) Distribution Globalisation 	<ul style="list-style-type: none"> Weather and Climate Rivers 	<ul style="list-style-type: none"> Deforestation Global warming Sustainability Environmental stewardship and citizenship
Year 3	<ul style="list-style-type: none"> Sense of place Physical and human characteristics Landscape Culture Variety and multiple perspectives of a single place 	<ul style="list-style-type: none"> Location Patterns Distribution Globalisation Interaction 	<ul style="list-style-type: none"> Plate Tectonics Mountain building and Volcanoes) 	<ul style="list-style-type: none"> Physical/human interaction Effects of tourism Physical/human Resources
Year 4	<ul style="list-style-type: none"> Sense of place Physical and human characteristics Landscape Culture Variety and multiple perspectives of a single place Social, economic and political processes 	<ul style="list-style-type: none"> Location Patterns Distribution Globalisation Interdependence Interconnection 	<ul style="list-style-type: none"> Water Cycle Landform (transportation, erosion and deposition) 	<ul style="list-style-type: none"> Change in the environment. Flood plains/flooding Ecosystems Water supply Food supply
Year 5	<ul style="list-style-type: none"> Sense of place Physical and human characteristics Landscape Culture Variety and multiple perspectives of a single place Social, economic and political processes National Identity Migration 	<ul style="list-style-type: none"> Location Patterns Distribution Globalisation Interdependence Interconnection 	<ul style="list-style-type: none"> Climate Photosynthesis Plate Tectonics (Earthquakes) 	<ul style="list-style-type: none"> Human impact on and sustainable management of Biomes (e.g. deforestation) Physical diversity
Year 6	<ul style="list-style-type: none"> Sense of place Physical and human characteristics Landscape Culture Variety and multiple perspectives of a single place Social, economic and political processes Migration Geopolitics 	<ul style="list-style-type: none"> Location Patterns Distribution Globalisation Interdependence Interconnection Changes in distribution/flows 	<ul style="list-style-type: none"> Climate Carbon Cycle 	<ul style="list-style-type: none"> Environmental Change Sustainability Environmental stewardship and citizenship Responses of humans to environmental change



EYFS Curriculum Map



Understanding the World

People, Culture and Communities

Past and Present

The Natural World

Technology

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Key Vocabulary		Autumn 1			Spring 1			Summer 1		
		celebrations	family	now	growth	present	map	past	culture	life
		different	school	then	community	compare	animals	present	change	living
		same	Autumn	Winter	past	Spring	plants	future	Summer	effect
		weather	belief	special	decay	materials	human	country	nature	seasons
Key Knowledge and Skills	People, Culture and Communities	<ul style="list-style-type: none"> - Explore and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) making links to the children's own experiences linking to below - Discuss members of the immediate family and community. How are we the same and different? - Discuss similarities and differences between people and the lives they live (jobs/houses/appearance/family etc) - Name and describe people who are familiar to us - Comment on images of familiar situations in the past - Explore and describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Create graphical representations, drawings and maps based on own life, immediate environment and experiences 			<ul style="list-style-type: none"> - Explore and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) gaining an increased understanding that we all celebrate different events linking to below - Explore, discuss and recognise similarities, differences between themselves and others and among families, communities and traditions. - Understand that some places are special to members of their community - Compare and contrast characters from stories, including figures from the past - Explore and describe the school and local environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Create graphical representations, drawings and maps based on the school and areas of the local community 			<ul style="list-style-type: none"> - Explore, discuss and recognise that people have different beliefs and celebrate special times in different ways (experience of relevant festivals and celebrations) making connections between our own experiences and those of other's people linking to below - Recognise and discuss some similarities and differences between different religious and cultural communities in this country, drawing on own experiences and reading - Explore, discuss and explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		
	Past and Present	<ul style="list-style-type: none"> - Discuss about past and present events in own life and the lives of their family - Discuss the lives of people around them and their roles in society 			<ul style="list-style-type: none"> - Recognise some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 			<ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling - Discuss and encourage children to understand what is the past, present and future in simple terms 		
	The Natural World	<ul style="list-style-type: none"> - Record patterns in weather and explore features of Autumn/Winter - Explore and discuss features of materials and states of matter - Explore a range of objects and materials in the immediate environment and from nature and recognise and discuss their features - Discuss and explain some of the things they have observed such as plants, animals, natural and found objects 			<ul style="list-style-type: none"> - Record patterns in weather and explore features of Winter/Spring - Explore changes in states of matter through cooking and materials (e.g. paint, clay, ice) - Explore the natural world around them, making observations and drawing pictures of animals and plants - Experience planting and growing of bulbs and seeds - Explore and recognise growth, decay and changes over time 			<ul style="list-style-type: none"> - Record patterns in weather and explore features of Spring/Summer and compare over time - Discuss and explain changes in states of matter - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Develop an understanding of the effect their behaviour can have on the environment 		

		<ul style="list-style-type: none"> - Play with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake - Discuss and learn to show care and concern for living things and the environment 		
	Technology	<ul style="list-style-type: none"> - Explore and use a range of different basic technology - Know how to operate simple equipment, e.g. uses a remote control, can navigate touch-capable technology with support - Explore making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> - Explore and play with technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets - Play with a range of materials to learn cause and effect, e.g. makes a string puppet using dowels and string to suspend the puppet - Explore and discuss why things happen and how things work - Model the correct use of technology including care for equipment, ipads, cameras, computer keyboards and mice. 	<ul style="list-style-type: none"> - Use digital devices and the internet to retrieve and record information relevant to learning