

Temple Learning Academy - Geography Curriculum Map



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Geography in the EYFS

Area of Learning: **Understanding the World**



EYFS Statutory Educational Programme:

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.

EYFS Statutory Characteristics of Effective Learning:

The teaching and provision of 'Understanding the world' provides opportunities for the three characteristics of effective teaching and learning to be realised:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

EYFS Statutory Early Learning Goal – Understanding the World: People, Culture and Communities;

Children at the expected level of development (end of year) will:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

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.

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.

Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what's been read in class.

Development Matters – Non - Statutory Curriculum Guidance;

 Birth to three – babies, toddlers and young children will be learning to:	 3 and 4-year-olds will be learning to:	 Children in reception will be learning to:
Explore and respond to different natural phenomena in their setting and on trips.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Recognise that people have different beliefs and celebrate special times in different ways. Draw information from a simple map.



Geography in EYFS Provision –

Continuous provision of Geography is offered for child-initiated learning in GOAL (Go Off And Learn) time, areas can be enhanced with stimuli or invitations to explore

- Story books and non-fiction texts that offer an insight into contrasting environments.
- Investigation- Globes and atlases to explore different places and making specific references when relevant e.g. finding China on the map when learning about Lunar new year.
- Small world area includes a range of play resources that are both natural and made by people e.g. trees and buildings to use in play.
- Curiosity Cube – objects thoughtfully placed e.g. specific features of the world both natural and man-made to discuss.

Adult interactions to scaffold and extend, assessment and planning for enhancements is fundamental in the progression of skills.

Geography Enhancement

Throughout the year on several occasions, we look at different celebrations and festivals that take place. The children learn that people around the world have different religions through this, for example Christmas, Diwali, Holi, and Eid etc. Each half term there is a different geography objective that is covered through our key topics that allows children to explore the geography curriculum in more depth. An example of some of the topics are 'Amazing animals in our wonderful world' which looks at how the world is made of land and sea including how to look after our planet and in the topic 'Transport and travel' provides opportunity for the children to use maps and create their own maps.

Primary Geography Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	<u>What is marvellous about me?</u> <u>People, Culture and Communities</u> I can talk about my immediate environment e.g. the type of house I live in House, home, garden, street, school Mapping and spatial skills Geographical enquiry skills Geography fieldwork skills	<u>Isn't it amazing?</u> <u>People, Culture and Communities</u> I know different clothes are needed for different seasons. I know the weather changes with seasons. Seasons, Autumn, weather, sun, rain, clouds Geographical enquiry skills Geography fieldwork skills	<u>Shall we explore the wonders of our world?</u> <u>People, Culture and Communities</u> I know that there are other countries around the world (Lunar New Year). I know that people around the world speak different languages. China, world map, Lunar New Year Mapping and spatial skills Geographical enquiry skills	<u>How does your garden grow?</u> <u>People, Culture and Communities</u> I know that people around the world have different religions (Holi story/festival) Holi, India, festival	<u>Can you tell me a tale?</u> <u>People, Culture and Communities</u> I know what a map looks like. I can follow simple directions. House, shop, farm, road, school Mapping and spatial skills Geographical enquiry skills Geography fieldwork skills	<u>What is your superpower?</u> <u>People, Culture and Communities</u> I know about people who help us within the community. Police, nurse, doctor, dentist, fire officer.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Amazing me</u> N/A - Personal Development driver. See PD LTP.	<u>Great Fire of London</u> N/A - History driver. See history LTP.	<u>Paddington in Peru</u> I can name & locate England, Ireland, Scotland and Wales on a map. I know the capital city of England is London and can label this on a map. I can label an ariel map of London with famous landmarks. I know where Leeds is on a map & can use the 4 compass directions to describe its location. I know that the 7 continents are Europe, Asia, North America, South America, Australasia/Oceania, Africa, Antarctica. I can identify the equator on a simple world map. I know that Peru is in South America. I know the capital of Peru is Lima. I can compare the climate & seasons in the England and Peru. I can compare & label physical features of the UK (including the seas) and Peru. I can compare the human features of Lima & Leeds Continent, South America, Equator, United Kingdom, London, capital city, North, East, South, West, climate, seasons, physical geography Mapping and Spatial Skills Geographical Enquiry Skills Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork		<u>How does your garden grow</u> N/A - Science driver. See science LTP.	<u>What is your superpower</u> N/A - Personal Development driver. See PD LTP.

Personal development opportunities: Culture Day, pupil voice conference

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<u>To Infinity and Beyond (Space)</u> N/A - History driver. See History LTP.	<u>Royals & castles</u> N/A - History driver. See History LTP.	<u>Explorers</u> History & Geography driver I know that the 7 continents are Europe, Asia, North America, South America, Australasia/Oceania, Africa, Antarctica. I know that the 5 oceans are the Pacific, Atlantic, Indian, Southern and Arctic. I can describe the climate of Antarctica. Continent, Pacific, Atlantic, Indian, Southern, Antarctic, climate Mapping and Spatial skills Geographical Enquiry Skills Human and physical geography Place knowledge Locational knowledge	<u>Yay for Yorkshire!</u> I know that the UK is located north of the Equator and within the continent of Europe. I know that I live in Halton Moor (town/suburb), in Leeds (city), in West Yorkshire (county), in England (country). I know that the main 4 points on a compass are North, East, South and West & can use these to describe the location of Halton Moor. I know that some examples of human geographical features include shops and houses. I know that some examples of physical geographical features include lakes and forests. I can label an aerial photo with physical features in Halton Moor. I can create a map of my school playground and the close area around it. Halton Moor, Leeds, West Yorkshire, England, Irish Sea, English Channel, Atlantic Ocean, North Sea Mapping and Spatial skills Geographical Enquiry Skills Geographical skills and fieldwork Locational knowledge	<u>Trouble on the Titanic</u> N/A - History Driver. See History LTP.	<u>Captivating Castles</u> N/A - History driver. See History LTP.

Personal development opportunities: Culture Day, pupil voice conference

[illegible]

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<u>United Kingdom and Italy comparison</u> I know how to locate the UK and Italy on a map I know what the major cities are in the UK and Italy I know the major rivers in the UK and Italy I know the names of famous landmarks in the UK and Italy I know traditional food from the UK and Italy Thames, Tiber, Trent, Po, Aire, London, Rome, Leeds, Milan, Tower of London, Tower of Pisa, Angel of the North, Colosseum, Kirkstall Abbey, Trevi Fountain. Mapping and spatial skills Graphs and Charts Geospatial Skills Geographical enquiry skills Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork	<u>Romans</u> N/A - History driver. See History LTP.	<u>Volcanoes</u> I know how volcanoes are formed. I know where volcanoes are in the world, including the Ring of Fire. I know how to label the features of a volcano. I know the names of Mount Vesuvius, Mount Etna and Krakatoa. I know the impact of volcanoes on people and land. Pompeii, Vesuvius, Etna, Krakatoa, Crust, vent, eruption, ring of fire, lava, magma, active, dormant. Mapping and spatial skills Graphs and Charts Geospatial Skills Geographical enquiry skills Locational knowledge Human and physical geography Geographical skills	<u>Recycling and sustainability</u> I know about the effects of plastic pollution on the environment locally and worldwide. I know about the effects of our behaviour on the environment (climate change). I know what we can do as a school to help the environment. I know about environmentally friendly products and energies. I know how a recycling centre works. Cardboard, compost, waste, landfill, environment, biodegradable, ecosystem, recycling, climate change. Mapping and spatial skills Graphs and Charts Geospatial Skills Geographical enquiry skills Human and physical geography, Sustainability knowledge	<u>Africa, with a focus on Egypt</u> I know how to locate Africa on a map. I know how to locate Egypt on a map I know how to find the River Nile on a map. I know why the River Nile is crucial to the land and economy. I know the names and can identify famous landmarks in Egypt. Cairo, Nile, Sahara, pyramid, Africa, continent, tributaries, Mediterranean Sea, Mapping and spatial skills Graphs and Charts Geospatial Skills Geographical enquiry skills Locational knowledge Human and physical geography Geographical skills and fieldwork	<u>Ancient Egypt</u> N/A - History driver. See History LTP

Personal development opportunities: Culture Day, pupil voice conference, Leeds incinerator & recycling plant visit

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<u>Anglo Saxons and Vikings</u> N/A - History driver. See History LTP.	<u>Ancient Greece</u> N/A - History driver. See History LTP.	<u>USA Geography</u> I know that the United State of America is part of North America. I can locate the United States on a world map. I know that there are 50 states that make up the United States. I know that Washington, D.C. is the capital city of the United States. I know that Route 66 runs from Los Angeles in California to Chicago in Illinois. I can define trade. I can explain trade routes and their impact to the economy. I can explain the impact and decline of Route 66 to the USA economy I can explain the impact and decline of Route 66 to tourism in the USA. State, location, population density, transport, distance, trade route, tourism, decline, impact. Mapping and spatial skills Graphs and Charts Geospatial Skills Locational knowledge Place knowledge Human and physical geography	<u>USA History – Civil Rights</u> N/A - History driver. See History LTP.	<u>Whitby</u> I can name the seas that surround the UK. I can locate Whitby & North Yorkshire on a map of the UK. I can label the physical features of Whitby’s coastline. I can describe the process of coastal erosion. I know that coastal erosion happens at Whitby. I can use ordinance surveys and photographs to show & explain that coastal erosion causes the cliffs to retreat. I know that fossils can be exposed through coastal erosion and that Whitby is known as the ‘Fossil Coast’. Fieldwork: I can collect primary and secondary data to show evidence of coastal erosion at Whitby. I can describe some processes to reduce the impact of coastal erosion at Whitby. North Sea, coast, cliff, beach, erode, retreat, fossil, primary data, secondary data, pier. Mapping and spatial skills Geospatial Skills Geographical enquiry skills Geography fieldwork skills Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork	<u>Local History of Transport</u> N/A - History driver. See History LTP.

Personal development opportunities: Culture Day, pupil voice conference, Whitby residential

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<u>Leeds – Then and Now</u> N/A- History driver. See History LTP.		<u>War in the Modern period</u> N/A - History driver. See History LTP.		<u>The Galapagos Islands</u> I know there are 7 major tectonic plates. I know that movement of tectonic plates can create landforms such as islands. I can explain how the Galapagos Islands were created. I can locate the Galapagos Islands on a Map. I can describe the features of the Galapagos Islands. I know the Galapagos Islands have unique wildlife due to the remote location of the Islands. I can explain how the Galapagos Islands helped Darwin form his theory of evolution. Tectonic, Nazca, mantle, hotspot, mountain, volcanic island, equator, location, Ecuador, coast. Mapping and spatial skills Graphs and Charts Geospatial Skills Geographical enquiry skills Locational knowledge Place knowledge Human and physical geography	<u>Leeds regeneration</u> I can describe the process of regeneration. I can name a local regeneration project: Leeds Trinity. Fieldwork opportunity: Leeds Trinity. I can collect primary data and secondary data. I can evaluate the success of a local regeneration project using data that I have collected. I can use an ordinance survey to build my knowledge of Leeds. I can use my understanding of regeneration to improve the use of an area local to me (Wyke Beck playground). Urban, regeneration, development, Leeds, economy, fieldwork Geographical enquiry skills Fieldwork skills Mapping and spatial skills Locational knowledge Place knowledge Human and physical geography Geographical skills and fieldwork

Personal development opportunities: Culture Day, pupil voice conference, London residential, Fieldwork at Wyke Beck

Links to KS3 Secondary curriculum		
Geographical Skills	Geographical Knowledge	Geographical Vocabulary
• Understanding physical & human geography • Participating in fieldwork (UKS2 into KS3) • Using maps to support locational knowledge • Geospatial skills • Place knowledge	• Human & Physical geography (year 2) • What is a climate? (year 1 & year 3) • What are rivers? (year 2) • What are coasts? (year 5) • Volcanoes of Europe (year 4) • Rainforests & Deforestation (year 3) • Tectonics & plate boundaries (year 6) • Climate change (year 4) • Biomes (year 2 & year 3) • Natural Resources (year 4) • Cold climates & adaptations (year 2)	<u>Year 7</u> Adaptation, bay, biome, climate, climate change, conflict, deforestation, dense, earthquake, economic, erosion, fieldwork, meander, mouth, population, plate boundaries, precipitation, rural, sustainability, tectonic, urban

National Curriculum

Purpose of study:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims:

The national curriculum for geography aims to ensure that all pupils:

- 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
- are 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

Key stage 1:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

- name and locate the world's 7 continents and 5 oceans **(year 1 & year 2)**
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas **(year 1)**
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **(year 1 – Leeds & Lima)**
- 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 **(year 1)**
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage **(year 1 & year 2)**
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map **(year 1 & year 2)**

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key **(year 1 & year 2)**
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment **(year 2)**

Key stage 2:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **(year 4)**
- 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 **(year 3, year 4, year 5, year 6)**
- 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) **(year 4)**
- 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 in North or South America
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **(used across all years)**
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world **(year 5 & year 6)**
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies **(year 6)**

What do we learn at Temple Learning Academy?

EY

In early years, children begin their Geography learning through 'Understanding the World. They explore and create maps to build up an internal picture of their environment, local community and life in other countries.

KS1

In KS1, children build on their local knowledge and fieldwork skills within the school grounds. They also learning about physical and human Geography both in the UK and worldwide.

Locational knowledge is key and all continents, oceans and mapping directions are embedded.

KS2

In KS2, children build on locational knowledge and are secure in foundational knowledge building on this with capital cities, major rivers and compare settlements in coastal and land locked areas.

Children continue to build on fieldwork skills to gather evidence and map areas.

Why is Geography important?

At TLA we believe that learning about our environment is key to understanding our place in the world. By exploring the physical and human features of places in our world we inspire children to travel and explore both locally and further afield.



Our aims

- Children should investigate their local area through first-hand experiences of field work and data collection.
- Children should understand how the physical and human Geography shape a community.
- Children should have secure locational knowledge of their immediate, national and international environment.

How do we learn at Temple Learning Academy?

We use real maps, IT and videos to help children to understand new content and give important context in Geography.

We use stories to bring concepts to life. We help children to understand what life is like in other countries and how humans have adapted to the geography of different places to survive.

Class and group discussions are an important way to help children develop Geography skills such as map reading. Learning outside the classroom is common across the Geography curriculum to support this.

We use visits to broaden our children experience of their community, city and country. Through learning outdoors children have first hand experience of both human and physical Geography and begin to appreciate how to care of our environment.