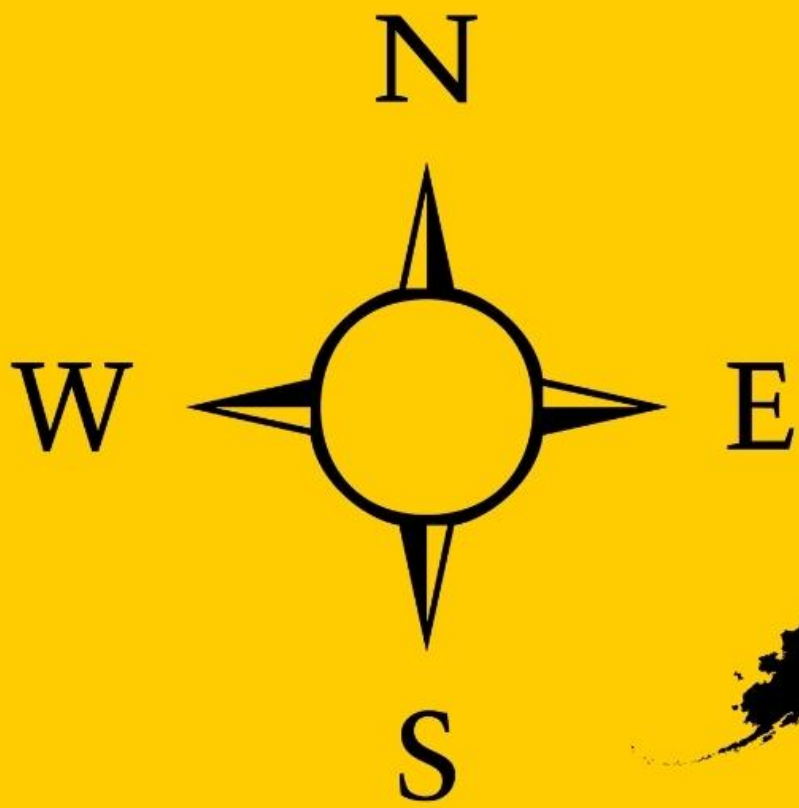


OLVESTON CEVC PRIMARY SCHOOL



O.U.R GEOGRAPHY CURRICULUM

TABLE OF CONTENTS

Section

- 01** *O.U.R Geography Curriculum*
 - 02** *Elements of Geography*
 - 03** *Our Journey through the curriculum*
 - 04** *National Curriculum Coverage*
-



OUR Geography Curriculum

At Oveston CEVC Primary School we believe that geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Oveston CEVC Primary School enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

The curriculum is designed to ensure that teaching equips 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 features. Geographical knowledge and skills are progressive and are sequenced so that as pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. 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, equipping them well for further education and beyond

At the start

This all starts in the early years where child begin to build early schemas around a sense of place and belonging. Our EYFS children experience the topics studied through play based experiences. They begin to build connections to their locality and the world directly around them. These early schemas create links to their village, community and eventually to wider national context. The children learn about Oveston as cognitive pin point, helping act as a foundation to geography learning. The topic children experience in EYFS are then built upon when they are in year 1 and 2.

By focusing on where they live and their locality we are able to look further afield and develop and understanding of place. We use these schema of place to draw comparisons to where we live to other places like Bristol and London. We use first hand observations to better understand the wider world. – How better to understand Antarctica than getting outside on a cold day!

The Second Phase

In Key Stage 2, continue to extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe, Americas and Africa. This will include the location and characteristics of a range of the world's most significant human and physical features. The children develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. OUR KS2 topics take the children around the world and help them to explore geography in thought provoking ways. OUR interconnected curriculum helps build connects between geography principle and other curriculum areas.

The Oveston History Curriculum has four over-arching aims:

- **Children develop their understanding of Key Geography Concepts** – space and scale, Physical environment, human impact, change and sustainability.
- **Children develop geographical knowledge** and understanding of key locations, physical and human elements and processes of different environments, and how these have and will change. New knowledge and understanding helps them ask new questions about places/locations
- **Children have the skills of a geographer** – they can use a range of maps to help them engage in human and physical geography, identify where and how change has taken place, undertake fieldwork to observe and investigation change on location. Asking questions and drawing conclusions.

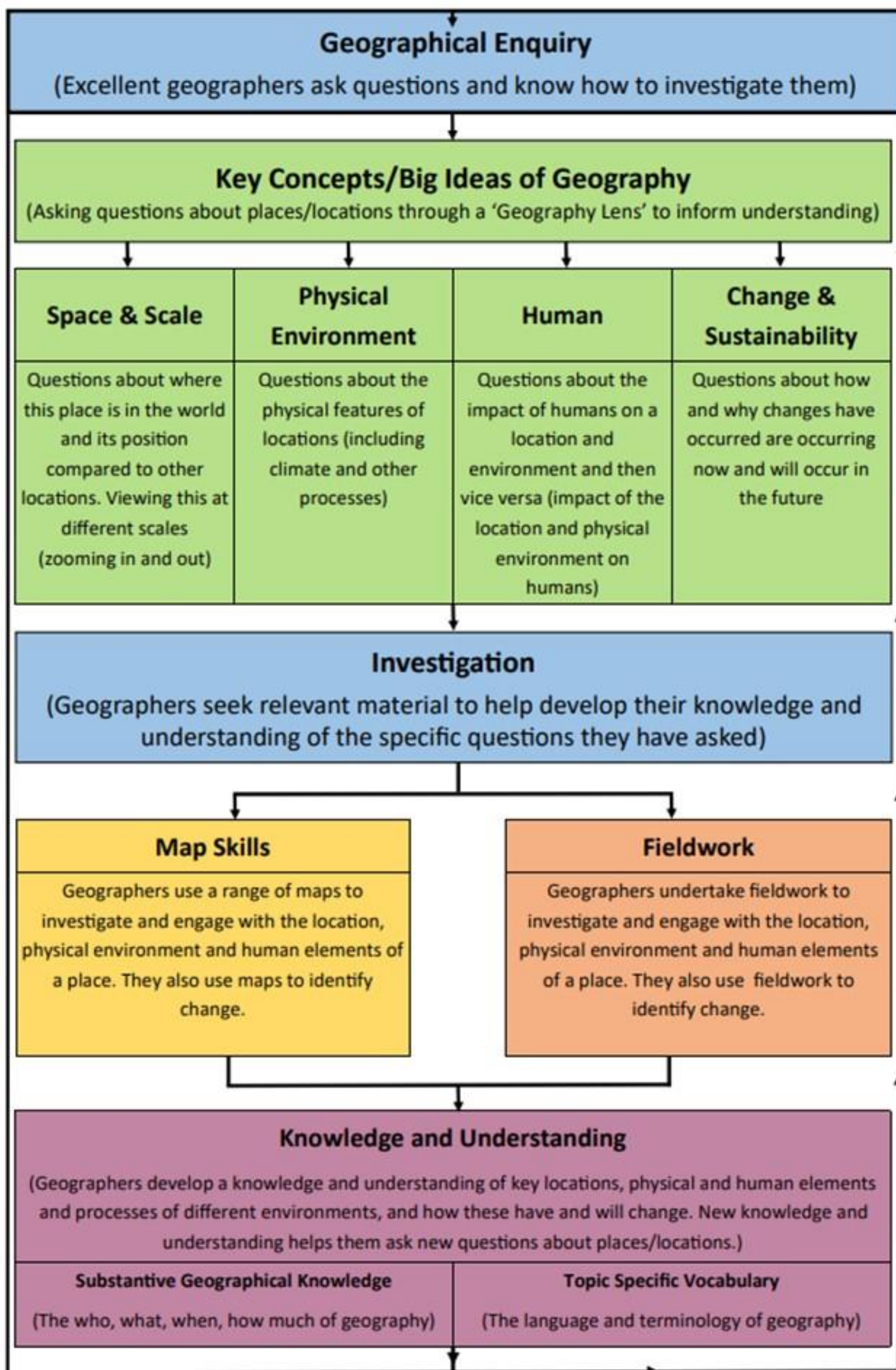
What does this look like in the long term?

- The children will 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
- The children will 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
- The children will be 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
- The children will be able to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- The children will be able to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length



O.U.R Geography Framework

How knowledge, skills and understanding connect





Primary Progression Map for Geographical Map and Fieldwork Skills

	EYFS	KS1	Y3/4	Y5/6
Map skills	Know about similarities and differences in relation to places, objects, materials and living things.	- Use world maps, atlases and globes to identify the UK, its countries & surrounding seas, locate 7 continents and 5 oceans - Use simple compass directions (N,S,E,W) and locational & directional language (e.g. near and far, left and right) to describe location of features and routes on a map - Devise a simple map - Use and construct symbols in a key	- Use world maps, atlases and globes to identify hemispheres, the equator, tropics of Cancer and Capricorn and Arctic and Antarctic regions. - Name and locate the capital cities of neighbouring European countries - Know and use the eight points of a compass (N, NW, W, SW, SE, E, NE) - Begin to use 4 figure grid references - Use basic OS map symbols - Begin to use the scale bar to estimate distances - Make a map of a short route with features in the correct order. - Begin to use computer mapping	- Use world maps, atlases and globes to identify main countries in continents of the world - Identify the tropics of Cancer - Begin to understand longitude and latitude on a globe or atlas - Begin to use 6 figure grid references - Name and locate many of the world's most famous mountain regions on a map - Use symbols and keys including those on OS maps - Use maps with a range of scales - Follow a route on 1:50 000 OS map - Use digital mapping
Fieldwork skills	- Talk about past and present events in their own lives and in the lives of family members. - Talk about the features of their own immediate environment and how environments might vary from one another	- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Begin to use fieldwork (e.g. sketching, photographing) and observational skills to study the geography of school and its grounds, and the key human and physical features of its surrounding environment	- Use fieldwork skills of surveying, interviewing, photography and observations to understand how a locality has changed over time - Create sketch maps - Begin to measure, record and present the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies	- Make detailed sketches and plans - Devise geographical questions to guide research - Use data from text, images and maps to make meaning and draw reasonable conclusions - Understand land height is shown on OS maps using contour lines - Describe and interpret relief features



Primary Progression Map for Key Concepts/Big Ideas of Geography: Space and Scale

	EYFS	KS1	Y3/4	Y5/6
Space & Scale	Name and identify: - Their home - Their school - Their village/town/city - Their country Identify forward, backward, left and right	Name and identify/locate: - North and South Poles, - Equator, 4 Compass points N, S, E, W 7 continents, 5 oceans. 4 countries of UK - Capitals of UK - UK surrounding seas - Where they live	In addition to KS1 name and identify/locate: N. & S. hemispheres, - Tropics Cancer & Capricorn, - Arctic and Antarctic Circle, 8 Compass points, 4 figure grid references. - Key countries studied (Including capitals of these), - Key European countries (Including capitals of these) - Regions of Americas, - Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) - Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc)	In addition to KS1 and Yr3/4 name and identify/locate: - Latitude and, longitude, - Prime / Greenwich Meridian & time zones, 8 Compass points, 6 figure grid references. Continue to extend: - Key countries studied (Including capitals of these), - Key European countries (Including capitals of these) - Regions of Europe, other continents studied - Key physical features of countries and regions studied (rivers, lakes, seas, mountains, rainforest, deserts, etc) - Key human characteristics of countries and places studied (Eiffel Tower, Egyptian Pyramids, Athens Acropolis, Rome Colosseum, Taj Mahal, Tower Bridge, Sydney Harbour Bridge, etc)
Possible Questions	- Where is it? - What is it like?	Continent- Which continent is it in? Oceans and seas – Which oceans and seas are nearby? Weather- What is the weather like there? Is it hot or cold there? Is it near the Equator or the poles? Who and What – Who (people) and what (animals and plants) live there? See – What would we see there? What is natural? What has been made by humans? - What is your address? - What country do they live in? What is the capital? - Can you describe a given place (non-European)?	Hemisphere – Which hemisphere is it in? Other places – where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)? Time zone – Which timezone (s) is it in? Climate – Which Climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar) Us – Where is it in relation to our village/town/city/county/country? Bodies of water – Which bodies of water are nearby? - How is it similar/different to other places? - How am I linked with people and environments in other places?	- See Y3/4 - Where are things located in this place? (developing the concepts of order and pattern?) - What biome(s) is this place located in?



Primary Progression Map for Key Concepts/Big Ideas of Geography: Physical

	EYFS	KS1	Y3/4	Y5/6
Physical	- Identify things in a location that are living (not human made) - Describe the weather and name different types of weather - Identify how the weather changes what they do - Start to identify and name physical features such as those listed in KS1	- Identify, describe and understand key aspects of - seasonal & daily weather patterns (UK & local scales). - hot & cold areas of the world - Identify, describe and understand key physical features such as: hill, stream, slope, river, lake, sea, ocean, island, waves, land, soil, rock, beach, mountain, wood, forest, cliff, coast, valley, season, weather - Identify the basic biomes (water/aquatic, land/terrestrial)	- Describe, understand and compare key aspects of: - climate zones, - biomes, (aquatic, desert, forest, tundra, grassland) - vegetation belts, - rivers, - mountains, - volcanoes, - earthquakes, - water cycle - coasts - distribution of natural resources:	
Possible Questions	- How do you get to school? - What do you see on your journey? - Can you describe what you can see? What is the weather like today?	- What season is it now? How do we know? - What is your address? - What key physical features can they see in the place they live e.g. river, hills etc? - Can you describe a given place (non-European)? - Can you describe features associated with an island? - Can you find the longest/shortest route? - What makes a locality special?	- How are earthquakes created? - Why is France a popular holiday destination? - What are the main features of a village? - What are the key differences between cities and villages? - Why do people's lives vary due to the weather? Why does a locality have certain physical features?	



Primary Progression Map for Key Concepts/Big Ideas of Geography

		EYFS	KS1	Y3/4	Y5/6
Change & Sustainability	Change & Human	- Identify how a place has changed - Identify how people have changed a place or feature	- Explain how some people spoil an area - Explain how some people try to make an area better	- Suggest ways a location could be changed and/or improved - Explain how a location has changed over time (physical and human elements) - Explain how people are trying to manage and sustain or improve their environment	- Explain what a place might be like in the future taking account of issues impacting on a human and/or physical features - Identify ways in which humans have both improved and damaged the environment and suggest responses - Explain how some human activity has caused damage to the environment
	Personal Viewpoint	- Identify which bits of a place they like - Identify which bits of a place they don't like or feel worried or unhappy in	- Say what they like about their locality - Say what they don't like about their locality - Say what they like about another locality - Say what they don't like about another locality	Identify different viewpoints on a geographical issue or feature	- Explain why people may have different viewpoints on a geographical issue or feature - Explain why people are attracted to live by specific geographical (physical and human) features - Explain the negative impact of living by specific geographical (physical and human) features
Possible Questions	Change & Human Impact		- What has changed? - What caused a change? - How are people trying to make something better?	- How has a locality changed over time? - What are the different views about an environmental issue? - How could a locality be changed and improved? - What might it be like in a locality in the future?	- How has a locality changed over time? - How can people manage their environment? - How do people affect the area – positively or negatively? - How can natural resources be sustained? - How is it linked to other places? - How has human activity caused an environment to change?
	Personal Viewpoint		What do you like/dislike about a locality?	- Why might people be attracted to live bye.g. rivers, coasts? - Why are people attracted to live in cities? Or villages?	How could a locality be changed and improved?



Primary Progression Map for Key Concepts/Big Ideas of Geography: Human

	EYFS	KS1	Y3/4	Y5/6
Human	- Identify things in a location that have been made by people - Identify a journey they go on - Start to identify and name features such as those listed in KS1	Identify, describe and understand key human features such as: house, bungalow, flat, detached, semi-detached, terrace, shop, park, village, city, town, village, capital, building, factory, farm, factory, office, canal, railway, transport (and types), bridge, tunnel, roads, motorway, station, airport, port, harbour	Describe, understand and compare key aspects of: - types of settlement, - land use, - economic activity, - trade links, - energy types and usage, - food,	
Possible Questions		- What facilities might a town or village need? - What types of buildings/housing is in this locality? - What might they wear if they lived in a very hot or very cold place?	- What types of buildings/housing is in this locality? - What is the infrastructure like e.g. roads, railways, facilities, electricity? - Why does a locality have certain human features? - How do people use the key features of the land? How are people trying to manage their environment?	- How does a location fit into its wider geographical location with reference to human and economical features? - What might a place be like in the future, taking account of issues impacting on human features? - What are the key imports /exports for a locality?



Skills Coverage –KS1

Skill		Year 1				Year 2			
Topic		Topic 1 Where do I belong?	Topic 2 Where will this road take me?	Topic 3 Who would live in a castle like this?	Topic 4 Did dinosaurs really exist?	Topic 1 What was London like in the past?	Topic 2 Why do we need a passport?	Topic 3 Why don't polar bears live in Antarctica?	Topic 4 Who's in your crew?
Map Skills	Use world maps, atlases and globes to identify the UK, its countries and surrounding seas, locate seven continents and 5 oceans.	X	X			X	X	X	X
	Use simple compass directions (NESW) and locational / directional language (Near/far, left and right) to describe location of features and routes on a map.		X				X	X	X
	Devise a simple map	X					X		X
	Use and construct symbols in a key			X			X		X
Field Work	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	X		X			X		X
	Begin to use fieldwork (e.g. sketching, photographing) and observational skills to study the geography of school and its grounds. Exploring the key human and physical features of the surrounding area.	X					X		X



Skills Coverage – Lower KS2

Skill		Year 3			Year 4		
Topic		Term 1+2 What makes the Earth angry?	Term 3+4 Can we see the Romans?	Term 5+6 Where does the water take me?	Term 1+2 Would you move to the Amazon?	Term 3+4 What makes Bristol great?	Term 5+6 How did the Kingdom become united?
Map Skills	Use maps, atlases and globes to identify hemispheres, the equator, tropics of cancer and Capricorn, Arctic and Antarctic	X	X	X	X	X	X
	Name and locate capital cities of neighboring European cities			X	X	X	X
	Know and use the 8 compass points	X		X	X	X	
	Begin to use 4 figure grid reference	X		X	X	X	
	Use basic OS map symbols				X		X
	Begin to use scale bars to estimate distance	X			X	X	
	Make a map of a short route with features in the correct order			X	X	X	
	Begin to use computer mapping			X	X		
Fieldwork Skills	Use field work skills of surveying, interviewing, photography and observation to understand how a locality has changed over time.	X	X	X	X		
	Create sketch maps		X	X	X		
	Begin to measure, record and present the human and physical features in the local area using a range of methods, plans/graphs and digital technologies.	X	X	X	X		



Skills Coverage – Upper KS2

Skill		Year 5			Year 6		
Topic		Term 1+2 WWII – what was it for?	Term 3+4 How did the Industrial Revolution change Britain?	Term 5+6 What motivates at explorer?	Term 1+2 Who made Britain?	Term 4+5 How can I be a global citizen?	Term 6 I have a dream...
Map Skills	Use maps, atlases and globes to identify main countries and continents of the world.	X		X	X		
	Identify the tropic of cancer			X	X		
	Begin to understand longitude and latitude on a globe or atlas	X		X	X		
	Begin to use 6 figure grid reference	X		X	X		
	Name and locate many of the world most famous mountain regions on a map			X			
	Use symbols and keys including those on OS maps	X		X	X		
	Use maps with a range of scales	X		X	X		
	Follow a route on a OS map			X			
	Use digital mapping			X			
Fieldwork Skills	Make detailed sketches and plans			X	X		
	Devise geographical questions to guide research			X	X		
	Use data from text, image and maps to make meaning and draw reasonable conclusions	X		X	X		
	Understand land height is shown on OS map using contour lines			X			
	Describe and interpret relief features			X			