



GEOGRAPHY

EYFS-Year 6 Curriculum Journey



Geography underpins a lifelong
'conversation' about the earth as
the home of humankind



Our Children

The children are at the heart of our curriculum. They are enthusiastic learners and have a real love for learning about their world. We lay the foundations for the children to question and think more deeply and are starting to develop the curiosity to ask how and why question.

Their knowledge and experiences beyond their immediate environment can be very limited but we have found if we offer them just a glimpse into the wider world their curiosity and thirst for knowledge become a key driver for their learning.

Learning threads

The key concepts we aim to develop through the curriculum are-

My Place in the World
Physical and Human Geography
Locational Knowledge
Mapping and Fieldwork skills

These are then further split down into key Areas that are developed

EYFS	Key Stage 1	Key Stage 2
	My Locality	My place in the UK
	The UK	Amazing Earth
	The Wider World	The Wider World

Our Intent

The starting point for our curriculum development was thinking about what knowledge and experiences the children at Bredbury bring with them when they enter school and where we need to develop their knowledge of the world. We asked ourselves- What do our children really need to enable them to become good geographical learners. We also have a responsibility to show them the world and all the wonders of it. To help them grow into good citizens of the world and care for their immediate and wider environment

From our experience, we know that we need to focus on developing the children's concept of their local area and introducing them to the wider world, initially of the UK and then very generally to the wider world. The curriculum is carefully planned to allow the introduction of key concepts, the building of these, allowing for regular revisits of key knowledge.

Other areas we know we need to focus on is developing our children's sense of Scale, within their immediate location and when it comes to the wider world. We want our children be curious about the world they live in and to ask and answer questions.

EYFS, wider opportunities, 50 experiences, learning through narrative, as they move through school, we want the children to manipulate and apply their knowledge to complete geographical tasks that are increasingly complex

Gradually widening the zone of study

Research tells us that children's learning is greatly enhanced when learning through narrative and stories so wherever possible we have woven in high quality texts to add to our children's geographical understanding

EQ also develops in level of difficulty and the amount of manipulation of knowledge and statistics the children will have to do



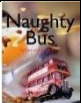


EYFS and Key Stage 1	
By the end of Key Stage 1 our children will...	
My Place in the World The children will have a secure knowledge of their school and school grounds. They will be able to identify villages and towns that are near their own location. They will know the school's and their home address. They will also start to understand the wider world initially through a very general understanding of continents and oceans and focusing on a small part of the world. They will also start to understand the scale of the world and how far away these places are.	- know their geographical place within their locality - know their geographical place in the United Kingdom - know where each place they study is placed in the world and how far away from their locality it is - start to know how large the world is and how where we live compares to the world
Locational and Place Knowledge The children will have a very secure understanding of what makes up their local area and the towns near to their local area. They will start to develop their knowledge of the makeup of the United Kingdom including the countries and surrounding seas. They will know the name and location of the seven continents and oceans of the world. They will also have an awareness of the hot and cold regions in relation to the equator. They will know where Trinidad and Tobago is and what its main features are.	- be able to use geographical vocabulary to describe what my local area is like - know countries of and seas around the UK - know the location and names of the seven continents - to know the main characteristics of the four countries - name and locate the world's seven continents and five oceans.
Physical and Human Geography The children will be able to explain the difference between physical and human features in terms of the features in their local area and another small part of the world. They will be able to use simple geographical language to talk about human and physical features. They will understand the seasonal weather patterns observed in their local area and other areas of the UK.	- know the difference between physical and human geography - identify key human and physical features and how these differ from place to place - use maps (atlases and digital maps) to identify examples of human and physical geography - use basic geographical vocabulary to explain physical and human features - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Identify seasonal and daily weather patterns in the United Kingdom
Similarities and Differences When they have a secure knowledge of their local area the children will start to make comparisons between their own area and other parts of Stockport. They will also know the key similarities and differences between the 4 countries of the UK and a small area of Trinidad and Tobago. They will be able to explain the differences between weather patterns. Comparisons will be completed through careful observations and comparing simple data.	- similarities and differences between where they live and other parts of the country and a small area of Trinidad and Tobago
Mapping and Fieldwork Through the mapping texts the children will understand how scale and maps are linked. They will understand the differences between a plan and a map and draw and use both. They will know and use simple directional language and compass directions to describe routes and features on a map. They will be familiar with world maps in terms of hot and regions, continents and the equator. They will be able to complete field work of their immediate location, through observations and simple data collection to answer a specific question.	- draw and follow simple route maps - use simple compass directions and directional language - use world maps, atlases and globes to identify countries - identify a few specific countries on a world map - 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. - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

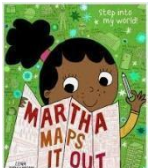
3-4 Year Olds			
	Autumn	Spring	Summer
	What do we know about our school?		
Possible text	Come to School Too, Blue Kangaroo or similar		
	<ul style="list-style-type: none"> -occupations of people in school and how they help us -photos of places around the EYFS area and school grounds -occupations of people in our local community -describe their own immediate environment using my senses -ask questions -respond to questions like what and where -use simple geographical vocabulary 		
Opportunities in Continuous Provision			
Opportunities to lay foundations for Key Concepts in Geography			
My Place in the World			

Locational Knowledge			
Human and Physical Geography			
Similarities and differences			
Mapping and Fieldwork			

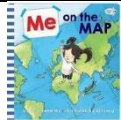


Reception			
	Autumn	Spring	Summer
	What do we know about our school?		
Possible text	Come to School Too, Blue Kangaroo or similar		
	-occupations of people in school and how they help us -photos of places around the EYFS area and school grounds -occupations of people in our local community		

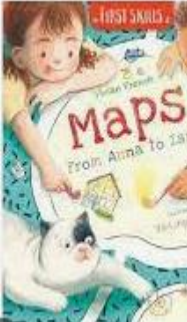
	-describe their own immediate environment using my senses -ask questions -respond to questions like what and where -use simple geographical vocabulary		
Opportunities in Continuous Provision			
Opportunities to lay foundations for Key Concepts in Geography			
My Place in the World	Knowing the members of my family, the people who help me at school. Knowing where I live		
Locational Knowledge			
Human and Physical Geography			
Similarities and differences	Contracting Locality- hot and cold places		
Mapping and Fieldwork			
Year 1	Autumn-My Locality	Spring-The UK	Summer-The Wider World
Weather and Seasons -tracking weather seasonal/daily of Bredbury and London. Link to Science work on the seasons and the tracking of the tree on the playground.			
The Big Question	How can we map it out? Study of our school and school grounds	How does the post person know where to deliver letters to?	How do we explore the world?

Possible Texts	The Naughty Bus Martha Maps it Out 	The Jolly Postman 	The World Came to My Place Today 
Retrieval Opportunities		*human and physical geography features	*shape of the UK map *four countries that make up the UK *the school/home address
The children will know	<ul style="list-style-type: none"> -draw simple maps/plans from stories -what their immediate environment is like -what makes our school special -the key human features surrounding the school -the difference between a map and a plan <p><i>*Introduce simple picture maps/plans with labels and places from stories</i></p>	<ul style="list-style-type: none"> -that atlases and maps show us what the world looks like -locate UK on a world map -that we live on an island -the 4 countries of the UK -nearest cities to where I live -the address of the school and my home -how the post person uses addresses <p><i>*How would a letter get to a fictional character?</i> <i>*Get the children to post a letter to themselves at school or at home</i> <i>*Cold task- making a playdough map of the UK- repeat at the end of the unit to check learning</i></p>	<ul style="list-style-type: none"> -hot and cold areas of the world -what a continent is -what the seven continents are -that we are part of the continent of Europe -some similarities and differences between our locality and other continents -what the equator is -develop the sense of scale of our world in comparison to our locality -the names of the worlds oceans <p><i>*Use The World Came to My Place Today to introduce the continents and explore the similarities and differences</i></p>
The children will do	<ul style="list-style-type: none"> -use plan perspectives of simple objects -draw simple routes on maps -make simple maps- playdough/Lego -compare our maps to google maps -simple field work and observations to study the geography of the school grounds -use first hand observations to investigate places -use aerial photos to recognise landmarks and basic physical features around school (the church, the shops, the main road, the school grounds) 	<ul style="list-style-type: none"> -use world maps, atlases and globes to identify the UK and the 4 countries -follow a route on a prepared route to the post-box and back to school using left and right -use observational skills to ask and respond to questions -Point out where I live on a simple UK map- roughly! 	<ul style="list-style-type: none"> -locate the seven continents on a map -locate hot and cold areas of the world on a world map in relation to the equator -track the weather in Bredbury, a hot region and a cold region -use simple compass points (NESW)
Vocabulary	plan, map, birds eye view, route, local, similar, different, human features, specific vocabulary linked to the school grounds, observations	Village, town, city, United Kingdom, island, aerial photos, direction, maps, route, England, Scotland, Wales, Northern Ireland Address, post code, local street names and other local vocabulary	Continents, Europe, Asia, Africa, Antarctica, North America, South America, Oceania, globe, atlas, equator, hot/cold regions, countries, Oceans: pacific, Atlantic, Indian, Southern, Arctic, compass points, north, east, west, south



50 experiences	Fieldwork- mapping the classroom and school grounds- simple sketch maps	Fieldwork- walk to post a letter. Noting human and physical geography along the way. Children can follow a simple map and make observations on the map as they follow. Great opportunity to use and introduce geographical vocabulary	
Mapping 	At the start of every unit, revisit 'Martha Maps it Out' to reinforce the sense of scale and different vocabulary and styles of maps and plans. -Sketch maps -Aerial maps -developing a sense of scale using maps -become familiar with the UK and world maps		

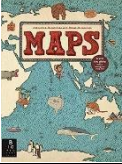
Year 2	Autumn-My Locality	Spring-The UK	Summer-The Wider World
The Big Question	Is Bredbury and Village or a Town? Local Geography- Human and Physical	Is the whole of the UK the same as where I live? Four main countries of the UK	How are Bredbury and Pointe-a-Pierre the same or different? How would you welcome a child into your own area? Contrasting Locality Non-European Country


Possible Texts	Me on the Map 	The Queen's Handbag 	Coming to England 
Retrieval Opportunities	<ul style="list-style-type: none"> *map of the UK *locating Bredbury on a map *names of the seven continents and locate them on a map 	<ul style="list-style-type: none"> *4 countries that make up the UK *what makes a city/town/village *what our locality is like *some of the similarities and differences between *our society and other towns 	<ul style="list-style-type: none"> *the human and physical features around Bredbury *Continents and Oceans *Hot and Cold regions
The children will know	<ul style="list-style-type: none"> -what physical and human features make a village/town/city -the key physical and human features of Bredbury -what our local towns and villages look like -how Bredbury is different to Woodley -develop a sense of how far away local towns and villages are -the similarities and differences between some of our local towns and villages 	<ul style="list-style-type: none"> -UK is surrounded by 4 seas as we are an Island -that our closest city is Manchester -each country in the UK has a capital city London, Cardiff, Edinburgh, Belfast -the characteristics of the 4 countries (use 'The Queens Handbag' to explore these) -develop a sense of scale when it comes to the UK -the geographical differences between two places and be able to describe these 	<ul style="list-style-type: none"> -the name of two groups of islands UK and Trinidad and Tobago -to use geographical information to describe their location -the physical and human features of Bredbury and Pointe-a-Pierre -the different weather conditions between two different places -know what life is like in Pointe-a-Pierre and compare it to my life
The children will do	<ul style="list-style-type: none"> -study the key human (canals, shops, housing, offices, church, main roads) and physical (rivers, forests) features of Bredbury -use aerial photos and maps to compare these features in Bredbury and Woodley -use and understand basic vocabulary relating to human and physical geography - Use directional language- near/far; left/right; to describe features on a map -complete a chart to express opinions during field work 	<ul style="list-style-type: none"> -use simple compass directions (NSEW) to explain places on a map i.e. Scotland in in the North. -monitor and compare the weather in the capital cities -draw a simple sketch map of the UK 	<ul style="list-style-type: none"> -locate the two islands on a globe and map -use an aerial view to find human and physical features in the local area and Pointe-a-Pierre -ask and answer questions about their local area -take photographs to show what their local area is like -make a map of my local area -make comparisons -use my knowledge of Hot and Cold places to think about other countries
Vocabulary	Village, town, city, human geography, physical geography, features, river, canal, main roads, landmarks,	Map, globe, earth, United Kingdom. England, Northern Ireland, Scotland, Wales, Cardiff, Belfast, London, Edinburgh, seas, cities, landscapes, forests, hills, mountains, human features, cities, castles, physical features, mountains, coastlines, characteristics, urban, rural	Map, Globe, Earth, United Kingdom, England, Northern Ireland, Scotland, Wales, Cardiff, Belfast, London, Edinburgh, Seas, City, Landscape, Forests, Hills, Mountains, Atlas, Globe, City, Country, Human features, Cities Castles Physical features Mountains, Coastline, Characteristics, Urban, Rural

50 experiences	Fieldwork- take a bus ride through Bredbury and Woodlea- making careful observations as they go of similarities and differences. A view from my classroom- link up with some other CDAT schools to share the similarities and differences between their school surrounding areas		Fieldwork- taking pictures to show what their area is like.
Mapping 	Manipulation of Google Maps Use compass directions Use directional language- near/far; left/right; to describe features on a map Simple maps of their local area Maps of the UK Comparing maps Using simple directional language		

LOWER KEY STAGE 2 By the end of Lower Key Stage 2 our children will...	
My Place in the World The children will continue to develop their sense of their place in the world. They will build on their understanding of the geography of Bredbury by looking further out to Stockport, understanding that it is their nearest major town and the human and Physical geography of the town. They will also extend their understanding around how parts of the UK are very different to their location. They will further explore the wider world with a focus on hemispheres and on Europe.	-understand the key local geography of Stockport -know how Stockport fits into the UK -be able to explain how the UK is not the same everywhere
Locational and Place Knowledge The children will secure their knowledge of the UK, including major cities and the geographical regions. They will be able to explain the key topographical features of the area's studies in the UK. Through the study of Europe they will build on their knowledge of hot and cold regions to understand the environmental regions of Europe. They will recall countries in Europe and some of their key physical features and focusing on Bay of Naples, Italy will be able to explain their main physical and human features of this region.	-name and locate major cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, and rivers) -locate the world's countries, using maps to focus on Europe , concentrating on their environmental regions, key physical and human characteristics, countries, and capital cities -understand geographical similarities and differences through the study of human and physical geography of North West England and the Bay of Naples, Italy.
Physical and human geography The children will continue to develop their understanding of our amazing earth through the study of the physical geography of the UK and Europe and how these impact on us as humans. They will know the names and location of the main rivers in the UK. They will be able to explain the water cycle. They will understand the course of a river and how they are important to settlements. They will be able to explain the process of volcanic eruptions and earthquakes and the impact they have on humans and our environment	-name the rivers and mountains of the UK -understand the water cycle -explain Volcanoes and earthquakes -study Europe, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
Similarities and Differences Through the study of all the above areas the children will be able to make comparisons of where they live to other parts of the world through the study of the human and physical features. They will be able to express what's the same and then what's different to their location beyond their immediate area. They will start to make comparisons through collecting and analysing data and topographical maps rather than just first-hand observations.	-know how mountainous regions are different to our locality and how this is shown on maps -know how locations in the UK look different -know how our region compares to a different region of Europe
Mapping and Fieldwork The children will explore a wider variety of maps including OS maps and be able to use 4 figure grid references to identify places on the maps, understand contours on maps and use symbols to identify human features. In relation to the regions of the UK they will be able to use 8-point grid references to locate areas. They will continue to be able to ask and answer questions through completion of local fieldwork.	-use OS maps to look at Topographical features -compare geographical maps with aerial maps -use 4 figure grid references -use 8-point compass points 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

Year 3	Autumn- My Place in the United Kingdom	Spring- The features of our amazing world	Summer-
Broad line of enquiry	What does Stockport town centre look like now? Local Geography- Human and Physical Features	Where could you climb a mountain? Mountains Study of mountains	How are Canada, South Africa and Kenya different to where we live? Study of 3 places across the globe
Possible Texts	*the difference between human and physical geography	The World Feature Focus- Mountains 	This Is Our World: From Alaska to the Amazon Tour of the Wider world 
Retrieval Opportunities	*Features of a village and town - Bredbury features compared to Stockport *recap key vocabulary from Key Stage 1 *locate where we live on a map of the UK	*the 4 countries of the UK *key topographical features of the different UK countries *shape of the UK map	*continents and oceans of the world *the hot and cold regions/equator *what they learnt about the similarities and differences between Pointe-a-Pierre and where we live
The children will know	-the terms urban and rural -the features of a town - -how to read a map to compare a village (Bredbury) to a town (Stockport) - the human and physical features of Stockport town centre - compare the centre of Stockport to Bredbury - look and human and physical features. Why are they different? How are they different?	-how we classify mountains -the main mountains in each of the 4 countries of the UK- Scarfell Pike, Ben Nevis, The Cairngorms, Snowdon, The Cambrians and Mountains of Mourne -the features of a mountain and how they were formed -to know the difference between United Kingdom, Great Britain and the British Isles	-northern hemisphere and southern hemisphere -equator -how where you are on the globe affects the seasons -that the climate change through the hemispheres -location of Canada, South Africa, and Kenya -some basic geographical facts each of the countries- mountains, rivers, capital cities, weather patterns, traditions -how are their capital cities similar and different to our capital London?
The children will do	Use first hand experiences and maps to explore and understand Stockport. Discuss the human features of Stockport - why was Redrock built? Why is the motorway close by? Why does it need a train station? Why are there more high rise buildings than in Bredbury? Use maps on a range of scales to investigate a place satellite images, physical maps, topographical maps and 4 grid references.	-use topographical maps to look at mountains -locate main mountains on a map of the UK -start to develop their understanding of OS maps https://www.ordnancesurvey.co.uk/mapzone/map-skills/starting-mapping/page-one -look at contours on an OS map -compare satellite images with geographical maps (NLS maps) https://maps.nls.uk/geo/explore/side-by-side/ -	-identify hemispheres and equator on a globe and on a world map -location of Canada, South Africa, and Kenya and which hemisphere they are in -gather and compare weather data

Vocabulary	grid reference, maps, OS maps, features, human features, physical features, Town, Village, City, Settlement, urban, rural,	Mountain, hill, physical features	
50 experiences	Travelling on public transport (bus)		
Mapping 	-OS maps -4 figure grid references		

Year 4	Autumn- My Place in the United Kingdom	Spring- The features of our amazing world	Summer- The Wider World (from Europe to the wider world)
Broad line of enquiry	What makes the North West unique? The North West- looking at our region and making comparisons to other regions of the UK	Does the North West deserve its title as one of the wettest places in the UK? Rivers and the Water cycle	Where should we go on Holiday in Europe? Europe
Possible Texts		The River 	The world in Maps
Retrieval Opportunities	*the terms urban and rural *4 countries of the UK and what makes them different	*main regions and cities in the North West	
The children will know	<ul style="list-style-type: none"> -the 8 compass directions -that large areas can be split into regions -that the UK is split into regions -the similarities and difference between town, city and region -what our region The North West is like -names of the 9 UK regions -North East, North West, Yorkshire and The Humber, East Midlands, West Midlands, East of England, London, South East, and South West -the human and physical geography of our region -the cities in our region -Comparison of Cumbria and Manchester <p>* UK in Maps pages 22-27: Children compare in a table and write their own glossary definition of city, town, region</p>	<ul style="list-style-type: none"> -the different stages of a river -what is the water cycle -the main rivers of the UK - 	
The children will do	<ul style="list-style-type: none"> -using 8 compass points explain where the 9 regions are in relation to the map of the UK -plot the regions of the UK on a map -look at our region on a range of maps and satellite images to identify human and physical features -use maps to compare key topographical features or 2/3 contrasting regions 	<ul style="list-style-type: none"> -use OS maps to track the route of the River Mersey -gather statistics on rainfall for the North West and other regions in England -ask questions that can be answered using data -collect data relevant data 	

Vocabulary	City, town, village, region, forest, lake, mountain, Coast, urban, rural, barrier, topographical features, inland, coasts, county, location, satellite image, ordnance survey, coast, resorts, lakes, urban, rural	Evaporation, precipitation, condensation,	
50 experiences			
Mapping			

UPPER KEY STAGE 2 By the end of Upper Key Stage 2 our children will...	
My Place in the World	
Locational and Place Knowledge	
Physical and human geography	
Similarities and Differences	
Mapping and Fieldwork	

Year 5	Autumn- My Place in the United Kingdom	Spring- The features of our amazing world	Summer-
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			The Wider World (from Europe to the wider world)
Broad line of enquiry	Why is Stockport here? How had Stockport changed over time- looking at land use and human and physical comparisons Change in land use overtime	What makes the earth angry? Volcanoes and Earthquakes	North America
Possible Texts			
Retrieval Opportunities	Why does a place need to change over a period of time? - Link to shops closing (internet), Motorway (cars invented and access), Train Station (trade with Mcr)		
The children will know	What is Stockport known for (Hats) Why did Stockport become the Links to the cities of Manchester and Liverpool		
The children will do	-compare maps of Stockport now and Stockport from the past (1900?) -compare pictures of Stockport over time and discuss why changes may have been made e.g. Redrock, shops closing		
Vocabulary			
50 experiences			

Mapping	
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Year 6	Autumn- My Place in the United Kingdom	Spring- The features of our amazing world	Summer- The Wider World (from Europe to the wider world)
Broad line of enquiry	Is there a pattern to where cities are located? Regions Counties and Cities	South America	
Possible Texts			
Retrieval Opportunities			
The children will know	<ul style="list-style-type: none"> -counties and cities of the UK -revisit regions -comparison of region in the UK and a small region of Europe (*****) Spain -that we can navigate using maps -the key features that impact on settlement (cities in UK and Europe) <p>*focus</p>		
The children will do	<ul style="list-style-type: none"> -6 figure grid reference https://www.ordnancesurvey.co.uk/mapzone/map-skills/grid-references -scaled map- to focus on -use keys and symbols 		
Vocabulary			

50 experiences	Navigation around Manchester Ask children to find their way back to school!		
Mapping			

PROGRESSION IN KNOWLEDGE

Key Stage 2				
	Year 3	Year 4	Year 5	Year 6
Locational knowledge				

Place knowledge				
Human and physical geography	<p>Describe and understand key aspects of:</p> <p>Physical geography:</p> <p>Human geography:</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography:</p> <p>Human geography</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography: climate zones, biomes and vegetation belts of North America.</p> <p>Volcanoes and Earth quakes in North America (light touch to learn their location)</p> <p>Human geography of North America, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography: climate zones, biomes and vegetation belts of South America.</p> <p>Volcanoes and Earth quakes in South and Central America (light touch to learn their location)</p> <p>Rivers- processes and a river study (Lyme Park or Quarry Bank Mill?)</p> <p>Human geography of South America, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
Geographical skills and fieldwork	Use 4 figure grid references	Use the eight points of a compass.	Consolidate 4 figure grid references and start 6 figure when appropriate.	Use 6 figure grid references
	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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.</p>			

Road Map