



Geography

Intent Statement

The Geography curriculum is designed to give all students the confidence and experience to help inform and shape ideas; investigating human and physical strands of the multi-faceted subject. This will enable students to become global citizens and have the cultural literacy to be role models for the future and set a trail for others to emulate. Considering themes such as sustainability, development and climate change in their everyday lives.

Geography offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. This gives students the confidence to interact with the wider world, leading to fulfilled and positive life experiences. The curriculum encourages students to ask questions, develop critical thinking skills, and layer a deeper understanding of complex concepts as the course navigates through the curriculum.

SPPS GEOGRAPHY CURRICULUM

Geography Curriculum Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Geography		Geography		Geography	
EYFS	SPPS Topic	All about me		Transport		The natural world around us	
Year 1	<i>NC</i>	<i>PK</i>		<i>LK</i>		<i>HPG</i>	
	SPPS Topic	What makes your area a good place to live?		How does weather affect our lives and the world around us?		What is so great about the United Kingdom?	
Year 2	<i>NC</i>	<i>GSF/LK/PK</i>		<i>LK</i>		<i>HPG</i>	
	SPPS Topic	What is a village like in Kenya?		What makes our world so wonderful?		What is it like by the sea?	
Year 3	<i>NC</i>	<i>LK/PK</i>		<i>GSF</i>		<i>HPG</i>	
	SPPS Topic	What makes the UK unique?		How does the way we use land shape the places around us?		How do extreme natural events impact people and the environment?	
Year 4	<i>NC</i>	<i>LK/PK</i>		<i>HPG</i>		<i>LK/GSF</i>	
	SPPS Topic	What is it like to live in Egypt?		How does the water cycle affect our world?		How are the regions of the world different?	
Year 5	<i>NC</i>	<i>LK/PK</i>		<i>GSF</i>		<i>HPG</i>	
	SPPS Topic	What is life like in Eastern Europe?		How do we power the world?		What makes mountains unique and how do they shape the world around us?	
Year 6	<i>NC</i>	<i>LK/PK</i>		<i>HPG</i>		<i>GSF</i>	
	SPPS Topic	How does the location of America change?		Where does our food come from?		How can geography help us improve our area?	

Key: LK- locational knowledge, PK- place knowledge. HPG- human and physical geography, GSF- geographical skills and fieldwork

Implementation

Our Geography curriculum is planned around 'Substantive knowledge' and 'Disciplinary knowledge' objectives.

Substantive knowledge sets out the subject-specific content that is to be learned. Substantive knowledge can be further divided into '**Declarative knowledge**' - the facts of knowledge based around the key areas of 'Locational knowledge', 'Place knowledge' and 'Physical and Human Geography'. Substantive knowledge also includes '**Procedural knowledge**', learning how to do Geography - practising geographical skills and fieldwork.

Disciplinary knowledge is the knowledge and skills required to be a Geographer. Substantive knowledge is created by Geographers using the knowledge and skills of being a Geographer. Enquiry is at the heart of being a Geographer. Geographers ask geographical enquiry questions: they collect, analyse and interpret data through fieldwork. Geographers analyse what they have found and communicate through the creation of maps, charts, graphs, diagrams and in writing.



Source : GA Association

SUBSTANTIVE KNOWLEDGE				DISCIPLINARY KNOWLEDGE
Declarative Knowledge <i>Knowing 'what' - i.e the facts of Geography</i>				<i>Asking and answering geographical enquiry questions.</i> ~ <i>Collecting data</i> <i>Analysing data</i> <i>Communicating through maps, charts, graphs, diagrams and in writing.</i>
Locational Knowledge	Place Knowledge	Physical Geography	Human Geography	
<i>e.g name and locate places</i>	<i>Learn key information about localities</i>	<i>Learn key features and processes taking place</i>	<i>Learn key features and processes taking place</i>	
Procedural knowledge <i>Geographical skills and fieldwork</i>				
<i>How to use maps and globes, how to collect and record data during field trips</i>				

Knowledge and Skills Progression

Geography 'Big Ideas'		
Place	Environment & Sustainability	Space
<p>Children study a variety of places including imagined as well as real. They consider what is in places and what happens there, ways places change and develop, their character and what they are like, how we respond to places, whether we prefer them to stay the same or evolve.</p> <p>Children study place starting with the known and local before moving wider. In KS1 children study their locality, gradually moving out wider. They go on to study the United Kingdom before moving onto study world localities such as Maasai in Kenya</p> <p>Through the study of physical processes such as volcanoes and earthquakes children in LKS2 and mountains in UKS2, the children widen their understanding of place. They deepen their understanding of particular regions such as Eastern Europe and Egypt and also deepen their understanding of their locality.</p> <p>In UKS2 children learn about additional places such as North and South America. Through the study of physical processes, Biomes, children find out about a range of world regions. They also further develop their understanding of their own locality and how it is connected.</p>	<p>Children learn about the environment, locally and globally and how humans impact the environment. They also learn about how humans seek to manage and improve their environment.</p> <p>In EYFS children talk about their own environment, sometimes using story books and consider how they can look after it better.</p> <p>In KS1 through the study of the local area children consider their immediate environment around the school and wider into South Croydon centre. They think about what it is like to live in this area, how we feel about green spaces near us and how we can maintain them.</p> <p>In LKS2 children study themes such as Rivers. They understand how rivers can become polluted and the effect that this has on the environment and people who use the river. They also find about the impact on humans of physical processes such as earthquakes and volcanoes.</p> <p>In UKS2 children study Biome and climate. They will explore climate change and how this affects food production.</p> <p>In UKS2 children will explore a local area and look at how they can improve it.</p>	<p>Children learn about where places are located and how they are located in relation to each other. When children learn about specific themes such as volcanoes and earthquakes they also learn where the places where these phenomena occur are, gradually building up a greater understanding of place and space.</p> <p>In KS1 the children learn about where the countries of the UK are located in relation to each other, as well as the capital cities and seas surrounding the UK. When learning about a non-European locality the children are shown where these locations are using a globe and world map, whilst also making reference back to previous locations studied. This helps build up a picture of 'space' and where places are in relation to each other.</p> <p>In LKS2 whilst learning about the location of UK and major world river children begin to build up a picture of where these are located and also which regions and continents these can be found in.</p> <p>In UKS2 children make connections where the Biomes are located in the world and the significance of this for example desert biomes can be found close to the Equator, tropical biomes can be found close to the tropics.</p>

Scale	Interconnections	Cultural awareness and diversity
<p>Children study places from very small sites for example their home and school to local, their suburb and the city of Croydon. They go on to study regional areas, national areas, locations found in different continents.</p> <p>In EYFS children learn about their school and homes.</p> <p>In KS1 children widen their understanding by looking at local streets, central Croydon as well as the features of the UK. They also study Maasai in Kenya as well as other contrasting locations through the unit 'How is the earth similar and different?'</p> <p>In UKS2 the children zoom in to particular regions of the world in order to find out more about physical processes there, for example a region in Egypt and Eastern Europe</p> <p>In U/LKS2 the children continue to zoom in on particular regions and areas of the world in order to find out more about physical processes and phenomena.</p>	<p>In KS1 the children learn that far off places such as Maasai in Kenya is linked to the UK only by air travel or sea.</p> <p>In Y6 the children broaden their UK geography understanding of how Croydon borders on its neighbouring counties, connected by both road and rail.</p> <p>Children learn about the region of Egypt and Eastern Europe and understanding how it is connected to the rest of mainland Europe.</p> <p>In UKS2 the children understand how their actions in relation to climate change can have a direct impact in their own country and the rest of the world.</p> <p>Later in UKS2 the children learn about trade links and where our food comes from, further understanding their connections within the UK and wider world. They also find out about where their parents come from showing how we are connected much wider.</p>	<p>In EYFS children learn about diversity through stories and discussions about their own families.</p> <p>In KS1 the children learn about the UK and some of the traditions and culture found within the countries that make up the UK. They consider how these are similar and different.</p> <p>In LKS2 through the study of Rivers, children learn about the culture of the people who live around these rivers. Through the study of earthquakes and volcanoes and mountains children also learn about the culture of the people who live in these places.</p> <p>In UKS2 they will learn about people in Eastern Europe and in North and South America. They go on to learn about how they themselves are connected wider through their own families.</p>

	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Understanding the World	<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 	<p>People Culture and Communities</p> <ul style="list-style-type: none"> • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • 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.
Personal Development	<ul style="list-style-type: none"> • Model precise vocabulary to describe movement and directionality, and encourage children to use it. 	

EYFS opportunities

	Topics studied relating to Understanding the World (Geographical element)					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	All about us	Celebrations	Transport	Food	Plants	Animals
Links to Geography	<i>Where we come from.</i>		<i>Maps. Catching a bus to a destination.</i>	<i>'Handa's Surprise'. Kenya. Where food comes from. UK Food - what is grown. Different environments in Kenya / UK.</i>		<i>Different world environments.</i>

Disciplinary Knowledge

Enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Simple but stimulating questions</p> <p>Focusing on local scale, with some awareness of the wider world</p> <p>Supporting the formation of opinions around familiar places</p> <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● Where am I? ● What is this place like? ● What can I see, hear, smell and touch? ● What kinds of features are here/there? ● How do I feel about it? 	<p>Clear and interesting questions to:</p> <ul style="list-style-type: none"> ● Describe the local area. ● Compare and develop knowledge of the wider world ● Notice distinctive human and physical features. ● Stimulate opinions ● Recognise change over time/space. <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● What kinds of features are here... why are they where there are? ● What are people doing here? Does that ever change? ● How does this place remind me of/compare to other places? ● How am I connected to... 		<p>Purposeful questions to:</p> <ul style="list-style-type: none"> ● Widen knowledge of a range of places and the features and patterns that link them. ● Explore human and physical processes ● Recognise connections ● Compare and contrast place, space and scale ● Recognise Cause and effect <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● Does the way we use a space change it? ● Why and how are any decisions made? ● What physical/human processes are at work here? What patterns result? ● What will this place be like in the future? 		<p>Thought provoking questions to:</p> <ul style="list-style-type: none"> ● Appraise multiple scales and locations ● Describe and explain processes and patterns ● Investigate why similarities/differences exist ● Explain interdependence and impact ● Enable multiple perspectives ● Consider bias based on economic, historical, political, cultural, social, natural influences <p><i>Examples of questions:</i></p> <ul style="list-style-type: none"> ● How do processes shape this place/space? ● Why do these same processes not occur elsewhere? ● How are we dependent on the choices/actions made by others? ● What might/should it be like in the future? ● Whose opinion is right...why? 	

Investigating & Observing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Use senses to explore the natural world and different environments. ● Make simple observations about weather, plants, and animals. ● Engage in discussions about places they have visited. ● Begin to ask simple questions about their surroundings. 	<ul style="list-style-type: none"> ● Observe and describe simple human and physical features in the local area. ● Observe seasonal changes and describe differences in weather patterns. ● Use pictures, books, and first-hand experiences to explore places. ● Use photographs and maps to identify key features of a place. ● Use simple fieldwork techniques such as looking and listening. ● Begin to use fieldwork tools such as tally charts and simple surveys. (Y2) 	<p>Y3</p> <ul style="list-style-type: none"> ● Carry out simple fieldwork studies in the local environment. ● Use basic equipment such as compasses and measuring tools. ● Record observations using drawings, charts, and basic annotations. ● Compare and contrast different locations through observation. <p>Y4</p> <ul style="list-style-type: none"> ● Use fieldwork techniques such as sketch maps and data collection. ● Make detailed observations of landscapes and land use. ● Identify changes in the environment over time through photographs and records. ● Draw conclusions from collected data and observations. 			<p>Y5</p> <ul style="list-style-type: none"> ● Conduct geographical investigations using surveys, interviews, and digital tools. ● Observe how human activities impact the environment and suggest improvements. ● Use advanced fieldwork techniques such as measuring distances and elevations. ● Analyse geographical patterns using maps and collected data. <p>Y6</p> <ul style="list-style-type: none"> ● Plan and conduct independent geographical investigations. ● Use a range of sources, including satellite images, to observe and analyse features. ● Draw conclusions based on systematic fieldwork and research. ● Present findings using graphs, reports, and digital presentations. 	

Substantive Knowledge

Procedural knowledge Geographical skills and fieldwork

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can talk about my journey to school and identify key features on the route.</p> <p>Model precise vocabulary to describe movement and directionality, and encourage children to use it. DM (PD)</p> <p>Draw information from a simple map.</p> <p>Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>	<p>I can follow a route on a prepared map</p> <p>I can begin to recognise simple features on maps such as buildings, roads and fields.</p> <p>I am beginning to use directional vocabulary.</p> <p>I am beginning to use N, S, E, W in playground games.</p> <p>I can use my own symbols on maps</p> <p>I know that symbols mean something on maps.</p> <p>I am beginning to realise why maps need a key.</p> <p>I can draw a simple map from my own knowledge e.g route from home to school.</p>	<p>I can begin to use an Infant Atlas to locate places.</p> <p>I can find information on aerial photographs.</p> <p>I can begin to recognise simple features on maps such as buildings, roads and fields.</p> <p>Use directional language to describe the location of features and routes on a map</p> <p>I can say which direction N, S, E and W is, for example, using a compass in the playground.</p> <p>I can use symbols on maps (class agreed symbols).</p> <p>I can find a given Ordnance Survey symbol on a map with support.</p> <p>I can draw a simple sketch map of Brighton.</p>	<p>I can begin to use a Junior atlas, map and globe</p> <p>I can begin to locate photos of features on a map</p> <p>I can begin to follow directions using the 8 compass points.</p> <p>I can begin to use 4- figure grid references to locate features. e.g 0524</p> <p>Identify squares on a map using letter/number coordinates e.g A3</p> <p>I can begin to use standard symbols on my maps.</p> <p>I can find a given Ordnance Survey symbol on a map</p> <p>I can begin to make a map of a short route in my immediate local area with features in correct order based on an OS Map.</p> <p>I can begin to make a map of small areas with features in correct places.</p>	<p>I can use an atlas, map and globe</p> <p>I can locate photos of features on a map</p> <p>I can give directions using the 8 compass points</p> <p>I can use 4- figure grid references to locate features e.g 0524</p> <p>I can begin to use latitude and longitude in an atlas or globe.</p> <p>I can give maps a key with standard symbols.</p> <p>I can use some Ordnance Survey style symbols.</p> <p>I can make sketch maps of the key features in Egypt.</p>	<p>I can use index and contents page of an atlas</p> <p>I can use agreed and Ordnance Survey symbols.</p> <p>I can use standard OS symbols</p>	<p>I can follow a route on 1:50 000 Ordnance Survey map</p> <p>I can describe and interpret relief features. (contour lines)</p> <p>I can relate maps to each other and to vertical aerial photographs.</p> <p>I can use 4 figure and 6 figure coordinates to locate features.</p> <p>I can follow a route on 1:50 000 Ordnance Survey map</p> <p>I can describe and interpret relief features. (contour lines)</p> <p>I can use latitude and longitude in an atlas or globe. I know 1:50.000 symbols and atlas symbols.</p> <p>I can identify OS symbols and map conventions.</p> <p>I can make sketch maps of an area using symbols and key based on an OS Map showing a summary of different land use.</p>

Substantive Knowledge

Declarative knowledge

Locational Knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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.</p>	<p>Name and locate the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Name and locate the world's 7 continents and 5 oceans</p> <p>Locate the north and south poles and the equator</p> <p>Kenya, Africa (non-European study)</p>	<p>Consolidate world locational knowledge from Y2.</p> <p>Locate the tectonic plates.</p> <p>Name and locate counties and cities of the United Kingdom and geographical regions</p>	<p>Locate: Egypt</p> <p>Locate: UK & World Rivers</p> <p>Locate different regions of the world e.g Arctic</p>	<p>Locate: UK & World Mountains</p> <p>Locate: Eastern European countries including Ukraine.</p>	<p><i>Deepen world Geography knowledge by studying how the UK is linked to the wider world.</i></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, their countries and major cities.</p> <p>Through the studying of Biomes: 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).</p>

Substantive Knowledge

Declarative knowledge

Place Knowledge

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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.</p>	<p>Learn key features of the 4 countries and capital cities of the United Kingdom.</p>	<p>Learn key features of the world's 7 continents and 5 oceans.</p> <p>Learn key features of hot and cold places around the world.</p> <p>Learn key features of Kenya.</p> <p>Begin to learn key features of the north and south poles and the equator.</p>	<p>Learn key features of the county and surrounding counties in the South-East</p>	<p>Learn key features of Egypt.</p> <p>Begin to learn key features of the Equator, Northern Hemisphere, Southern Hemisphere, the tropics, Arctic and Antarctic circle.</p>	<p>Learn key features of a region Eastern Europe.</p>	<p>Learn key features of additional countries, not previously studied and consolidate knowledge of previously studied localities.</p> <p>Learn key features of the Equator, Northern Hemisphere, Southern Hemisphere, the tropics, Arctic and Antarctic circle.</p> <p>Learn key features of biomes around the world.</p>

Substantive Knowledge

Declarative knowledge

Human Geography

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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.</p>	<p>To know where we live</p> <p>Name some places in and around the school</p> <p>Ask relevant questions about my town</p> <p>Name key places in our local area (church, shops, houses, park)</p> <p>Recognise human features in the local area</p> <p>Describe our area using pictures and words</p> <p>Look at photos, videos and maps to recognise features of an area</p> <p>Use observational skills to study the geography of my school and its surrounding area</p>	<p>Describe my personal observations from visits to the seaside.</p> <p>Explain the features of an area I visit using appropriate human geography vocabulary</p> <p>Compare the local human environment (South Croydon) with a study of a non-European region Kenya - Maasai</p>	<p>Understand the impact of volcano eruptions and earthquakes on humans living nearby.</p> <p>Describe and understand key aspects of settlements and land use</p> <p>Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom -South-East</p>	<p>Understand geographical similarities and differences through the study of human geography in different regions of the world.</p> <p>Understand the impact of flooding and describe ways that flooding can be reduced.</p>	<p>Understand the effect of tourism on mountainous areas in the UK and the world</p> <p>Understand geographical similarities and differences through the study of human geography of a region in a European (Eastern) country</p> <p>Describe and understand the distribution of natural resources including energy,</p>	<p>Through the study of connections, build up additional locational knowledge of countries of the world and how they are connected to us.</p> <p>Describe and understand economic activity including trade links and the distribution of natural resources including food, minerals and water</p> <p>Explain the effect of climate on a region and on people's lives.</p> <p>Suggest ways to improve places I study.</p> <p>Explain how humans affect/alter their environments over time.</p> <p>Explain how humans can act to sustain their environment.</p> <p>Local Study – Lloyd park</p>

Substantive Knowledge

Declarative knowledge

Physical Geography

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Use observational skills to study the geography of my school and its surrounding area</p> <p>Recognise physical features in the local area</p> <p>Recognise key physical features in the United Kingdom.</p> <p>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</p>	<p>Explain the features of an area I visit using appropriate physical geography vocabulary (seaside)</p> <p>Compare the local physical environment (South Croydon) with a study of a non-European region Kenya - Maasai</p>	<p>Describe and understand key aspects of the physical process of volcanoes and earthquakes.</p> <p>Describe and explain key physical features of the UK.</p>	<p>Understand geographical similarities and differences through the study of physical geography of a region in Egypt.</p> <p>Describe and understand key physical aspects of rivers, focusing on the River Thames.</p>	<p>Describe and understand the key features and types of mountains in the UK and world.</p> <p>Understand geographical similarities and differences through the study of physical geography of a region in a European (Eastern) country.</p> <p>Understand that energy can be produced by renewable and non-renewable methods. All energy production has an impact on the physical environment.</p>	<p>Understand what climate change is, its current physical effect on countries across the globe and future physical predicted effects.</p> <p>Recognise physical features of the local area including topography</p> <p>Understand geographical similarities and differences through the study of physical geography of a region in North and South America.</p> <p>Describe and understand key aspects of physical geography for vegetation belts, climate zones and biomes</p>